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AUTHOR Gibson, Roscoe R.
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ABSTRACT

Intended for use by secondary and postsecondary vocational instructors in organizing and conducting supervised occupational experiences for students, this handbook is divided into two parts. Part 1 covers planning and managing occupational experience programs and discusses the following topics: (1) basic definitions and objectives of an occupational experience program; (2) development of an administrative plan, including scheduling of the occupational experience, staff commitment, and funding; (3) student preparation; (4) development and selection of, and supervisory visits to, training stations; (5) student placement; (6) program supervision, such as supervisory reports and the evaluation of home farm or family business occupational experiences; (7) evaluation of the instructor-supervisor; and (8) a calendar of activities. Part 2 provides model training plans which were developed through the joint efforts of an advisory committee, curriculum specialists, and representatives of business and industry. Plans are given for the fields of agribusiness, agrimechanics, production agriculture, health, business and office occupations, and auto mechanics. Each plan lists competencies that students will achieve while employed at the training stations and that can be used to evaluate student progress during and at the end of the program. The appendixes contain sample forms to be used for profiles, plans, reports, and evaluations by and about employers, students, and instructor-supervisors. (ELG)

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GUIDE
FOR
OCCUPATIONAL EXPERIENCE PROGRAMS
IN
VOCATIONAL EDUCATION

BY:

ROSCOE R. GIBSON
PROJECT DIRECTOR
STATE FAIR COMMUNITY COLLEGE
SEDALIA, MISSOURI 65301

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RESEARCH COORDINATING UNIT
MISSOURI DEPARTMENT OF ELEMENTARY
AND SECONDARY EDUCATION
JEFFERSON CITY, MISSOURI 65101

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FOREWORD

THIS PUBLICATION SHOULD BE USED ONLY AS A GUIDE. VOCATIONAL ADMINISTRATORS AND INSTRUCTORS OF SECONDARY AND POST-SECONDARY INSTITUTIONS MAY USE THIS GUIDE TO DEVELOP AN INSTITUTIONAL MANAGEMENT PLAN FOR OCCUPATIONAL EXPERIENCE PROGRAMS. THE MODEL TRAINING PLANS MAY BE USED TO DEVELOP AN INDIVIDUAL TRAINING PLAN THAT WOULD BE ADAPTED TO A PARTICULAR TRAINING STATION.

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RRG
May 1978

OCCUPATIONAL EXPERIENCE MANAGEMENT TRAINING PLAN
ADVISORY COMMITTEE

ADMINISTRATION AND STAFF

DEAN BLACK, Chairman
Agribusiness Department
Moberly Junior College
Moberly, MO 65270

DON CLAYCOMB, Chairman
Agribusiness Department
Trenton Junior College
Trenton, MO 64683

RON FARIES, Chairman
Agribusiness Department
Three Rivers Community College
Poplar Bluff, MO 65901

LEE FITCHETT, Chairman
Agribusiness Department
Chillicothe Area Vocational-
Technical School
Chillicothe, MO 64601

WILLIAM GUTSHALL
Vocational Agriculture Instructor
Chillicothe Area Vocational-
Technical School
Chillicothe, MO 64601

HUGH HARDIE, Chairman
Agribusiness Department
Crowder College
Neosho, MO 64850

NILA HIBDON, Dean
Vocational-Technical Education
State Fair Community College
Sedalia, MO 65301

HENRY MANSON, Chairman
Agribusiness Department
State Fair Community College
Sedalia, MO 65301

CLIFFORD McBRIDE
Vocational Agriculture Instructor
State Fair Area Vocational-
Technical School
Sedalia, MO 65301

DONALD NIKODIM
Vocational Agriculture Instructor
Liberty High School
Liberty, MO 64068

FRANK PHILLIPS
Auto Mechanics Instructor
Dallas County Area Vocational-
Technical School
Louisburg, MO 65685

NANCY RABE
Health Occupations Instructor
State Fair Area Vocational-
Technical School
Sedalia, MO 65301

RAMIE SAMPLE, Director
Dallas County Area Vocational-
Technical School
Louisburg, MO 65685

HUBERT M. SHULER
Vocational Agriculture Instructor
Smithville R-II
Smithville, MO 64089

STATE AND EDUCATIONAL AGENCIES

ROBERT DENKER, Assistant Professor
Agricultural Education
University of Missouri-Columbia
Columbia, MO 65201

CARL HUMPHREY, Director
Agricultural Education
Department of Elementary and
Secondary Education
Jefferson City, MO 65101

ALLEN KELSAY, Assistant Director
Research Coordinating Unit
Department of Elementary and
Secondary Education
Jefferson City, MO 65101

LARRY E. MILLER, Ph.D.
Associate Professor
Agricultural Education
University of Missouri-Columbia
Columbia, MO 65201

ROBERT A. ROBISON, Director
Industrial Education
Department of Elementary and
Secondary Education
Jefferson City, MO 65101

CURTIS R. WESTON, Ed.D, Coordinator
Agricultural Education
University of Missouri-Columbia
Columbia, MO 65201

GEORGE WOOD, Supervisor
Business and Office Education
Department of Elementary and
Secondary Education
Jefferson City, MO 65101

BUSINESS AND INDUSTRY

GAYLON ALFREY
Swift Farm Center
Sedalia, MO 65301

DONALD CANNON
District Service Manager
John Deere Company
Kansas City, MO 64132

PAUL CARR
District Manager
Western Alfalfa Corporation
Belle Plaine, KS 67013

L. B. HEARN
Parts & Service Training/Development
Manager
International Harvester
Kansas City, KS 66115

WILBUR KNIPP
Knipp Farms, Inc.
Tipton, MO 65081

KEITH McLAUGHLIN
Director of Sales and Operations
Missouri Farmers Association, Inc.
Columbia, MO 65201

JOHN MINOR
Grain Training Specialist
Cooperative Training Division
Farmland Industries, Inc.
Kansas City, MO 64116

EDWIN J. POWELL
Area Service Manager
International Harvester Company
Willard, MO 65781

GERALD SANDIDGE
Ham Hill Farms
Marshall, MO 65340

MICHAEL SCHAFFTER
Assistant Manager
Schaffter Equipment Co.
Tipton, MO 65081

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PREFACE

Students need many occupational experiences as they explore the occupational areas of their choice to develop a range of saleable skills. This guide is prepared for secondary and post-secondary vocational instructors to use in providing meaningful, supervised occupational experience for their students as an integral part of the total program of vocational education in each occupational area. It may also be used by administrators in directing occupational experience programs and by guidance counselors and other interested persons seeking a better understanding of the roles that occupational experience plays in the vocational programs in the high school, area vocational-technical school, and community college settings.

This handbook is divided into two parts. PART ONE, Planning and Managing Occupational Experience Programs, was prepared by Roscoe R. Gibson with the advice and assistance of the administrative and vocational teaching staff of State Fair Community College, Sedalia, Missouri; Trenton Junior College, Trenton, Missouri; and Three Rivers Community College, Poplar Bluff, Missouri; individual members of the Occupational Experience Management Training Plan Advisory Committee; and directors and staff members of the area vocational-technical schools in Missouri.

PART TWO contains the model training plans for occupational experience. Each training plan was developed cooperatively by business representatives and curriculum specialists who were staff members of secondary and post-secondary institutions in Missouri. The skills and competencies identified in each

training plan were verified by hand carrying them to 15 or more businesses that normally provide employment for students completing the specific educational programs.

The project was concerned with the following:

1. Developing a model management plan that could be used by the administration and staff of the various occupational areas in a systematic organization of this phase of the vocational instruction
2. Developing model training plans for 15 specific jobs in the agri-industry
3. Developing some model training plans in other occupational areas

It was impossible to develop model training plans for all occupational objectives that could be selected by students. The training plans developed in this project should be used as models. They may serve as a guide in developing an individual student training plan that will be used at a particular occupational experience training station. The instructors involved with occupational experience should develop additional training plans for all occupational objectives selected by students enrolled in occupational experience programs.

This project was funded by the Research Coordinating Unit of the Missouri Department of Elementary and Secondary Education.

RRG
May 1978

PART ONE

PLANNING AND MANAGING OCCUPATIONAL EXPERIENCE PROGRAMS

Chapter I

INTRODUCTION

Occupational experience training has become an integral part of most vocational curricula at secondary and post-secondary vocational-technical schools in Missouri.

Many of the skills and competencies needed by an individual for an entry-level position in an occupational area can best be learned by actually working "on the job" in business or industry. Combining the technical training of vocational schools with the practical training that can be supplied by business and industry should result in a well-rounded educational program that will provide an individual with the skills and competencies needed for an entry-level job in that occupational area.

The concept of "learning by doing" is not new. In much of our past history apprentices accepted jobs in the trades where they eventually learned the crafts. This type of training was time-consuming, and a trainee spent many years learning the trade.

Educators have recognized that an educational institution cannot provide all the technical information and training for all the skills required by a student for successful employment in industry. The cost of equipment and materials needed to teach the skills and competencies may make them prohibitive to the institution, but this needed equipment and materials are readily available in industry. An instructor in an educational institution usually has a general background in the occupational area, but supervisory business personnel possess expertise in their particular occupational areas. Working conditions

and attitudes present in business are often difficult or impossible to simulate in an educational institution.

Occupational experience training is an important aspect of a vocational curriculum. The nature of this portion of the student's education is such that the training must occur in industry rather than in the school. The student is placed on the job in order to acquire the additional skills and competencies required for entry-level employment in the occupation of his/her choice.

Occupational experience programs must be well planned and supervised if students are to receive the maximum benefits from this phase of their training. The student should be rotated to different tasks or jobs as the skills are mastered. An individual training plan must be developed that will provide the student with the opportunities to learn the skills and competencies of the occupation or the specific job. A "work experience" program in which the training activities are not planned or supervised should not be considered an occupational experience program.

Students enrolled in secondary or post-secondary vocational-technical programs could benefit from a well-planned, systematic, supervised occupational experience program as an integral part of the total program of vocational education.

The material and information presented on the following pages may be used as a guide by the instructor in organizing and conducting a supervised occupational experience program. It may be used by administration in adopting occupational experience programs as a total program of vocational education. It is realized that each individual school and community situation may pose unique circumstances and questions which can neither be anticipated nor answered in

advance. The solutions to these problems must be solved by the local staff when they arise by working cooperatively with other staff members, students, and industry.

It should be emphasized that this management plan and the model training plans should serve as guides for developing an occupational experience program that could be used by a particular school interested in providing occupational experience training.

Some institutions in Missouri do not offer occupational experience in all vocational areas. Most administrators and instructors agree, however, that participation in a well-planned, systematic occupational experience program, under the supervision of concerned, committed instructors, provides the students with "basic learnings" and valuable experiences which are often unobtainable in any other manner. The businesses and industries involved in the preparation of the materials and the members of this project's advisory committee believe that occupational experience training should become an integral part of the vocational education programs in Missouri.

DEFINITIONS OF TERMS

Certain key words and phrases are used in this training guide that refer to specific activities and individuals. Some individuals or institutions may have entirely different definitions and meanings for them. Key words and phrases are defined below for clarification in using this guide.

Instructor-Supervisor

The "instructor-supervisor" is a staff member of the educational institution. This person should be knowledgeable of the business of the occupational experience training station and is responsible for coordinating the student's

occupational experience with the school and the training station. The instructor-supervisor will make regular visits to the occupational experience training station to evaluate with the student trainer the progress of the student trainee and to assist with the problems that develop during the occupational experience training period.

Management Plan for Occupational Experience

The "management plan for occupational experience" is a hands-on, systematic procedure that could be used by administrators and staff in planning, conducting, and evaluating occupational experience for secondary and post-secondary students. The management plan may be used as a guide to develop an institutional management plan that would fit the needs of the vocational training programs.

Model Training Plan

The "model training plan" includes identified skills and competencies that should be mastered to some degree by a student while employed for occupational experience at a training station. Some of the skills and competencies may be learned in their entirety at the occupational experience training station, while other skills may be improved by performing them when working at various business activities. A model training plan may be used as a guide to develop an individualized training plan for a particular student who is to be employed for occupational experience at a specific training station.

Occupational Experience Training Station

An "occupational experience training station" is a business or industry, involved in day-to-day business activities, that would provide employment for occupational experience to a student. This employment could lead to the mastering of skills and competencies needed to reach the student's occupational

objective. The business or industry employer should have sufficient business activity to warrant employment of an individual for the entire occupational experience training period. In some occupational areas such as health it may be practical to rotate students to different occupational experience training stations for the purpose of acquiring additional skills and competencies.

Student Trainer

The "student trainer" shall be a regular employee of the occupational experience training station. He/she should be knowledgeable in the phase of the business in which the student is receiving occupational experience. The student trainer may be changed as the student rotates to different phases or departments of the business. It shall be the responsibility of the student trainer to instruct the student in the activities being performed so that the student will have an opportunity to learn the skills and competencies needed for entry-level employment in the occupational area. The employer, who is usually the owner or manager of the firm, may be designated as the student trainer.

Supervised Occupational Experience

The program of "supervised occupational experience" in an occupational area consists of a well-planned series of activities in which the student applies to the occupational area of his/her choice the basic knowledge, skills, interests, attitudes, appreciations, ideals, and habits learned in the organized instructional program. The student will learn skills and competencies which were not taught in the regular instructional program that will be needed for an entry-level job in the particular occupational area. As implied by the term itself, the student will need instruction, supervision, guidance, and evaluation in "learning by doing" through occupational experience. This may

be provided cooperatively by the instructor-supervisor, employer, student trainer, or other knowledgeable persons cooperating in the occupational experience program.

Supervised occupational experience is an integral part of the program of vocational education in the occupational areas, and students normally receive school credits for participating in this phase of training. Consequently, a close relationship must exist between the instruction received at the school and the occupational experience training gained by the student outside the school setting in order for the program to be meaningful and vocational.

Work Experience

The primary objective of "work experience" would be paying a salary or compensation for productive work performed by the student. Work experience in a particular occupational area usually consists of activities that would lead to profit by the employer. The student worker may or may not apply the basic knowledge learned in an organized instructional program. Student activities are not usually supervised or coordinated by the training institution. The student may learn very few or many skills or competencies that would lead to an occupational objective, depending on the type of work being performed. Work experience probably would not be an integral part of a program of vocational education, and school credit would not be awarded for the work experience activities. Part-time and summer jobs that help defray the student's school and living expenses could be classified as work experience. The purpose of this definition is to distinguish between occupational experience and work experience.

NEED FOR OCCUPATIONAL EXPERIENCE

Four existing instructional problems related to occupational experience have limited the effectiveness of vocational training programs at many secondary and post-secondary institutions. These problems are as follows:

1. Vocational instructors are not knowledgeable in all occupations which are related to the student's career objectives.

2. Vocational instructors have not been able to identify the competencies and skills needed for employment in all occupations. These competencies and skills can be identified by the occupational experience training station and can be taught during the occupational experience phase of the training program.

3. Business and industry personnel who assist in occupational experience training do not have the specific knowledge regarding which tasks the student should learn in order to be competent in the occupation of his/her choice.

4. Vocational students are unaware of the specific competencies and skills they should acquire in order to enter employment in the occupations of their choice.

Supervisors and coordinators of occupational experience programs recognize that the training station must be more than a "work station." Students must not spend their occupational experience in routine work of a repetitive nature, learning few skills. The students must understand that they are expected to work, but as each skill and competency is learned, they should assume new duties where other skills and competencies required by the positions for which they are training may be mastered. This should be explained to the employers so they will understand the program and the training that is to be obtained by the student involved in occupational experience.

A problem that vocational instructors face while developing occupational experience training plans is determining what skills and competencies should be obtained by students during their occupational experience. The instructor-supervisor cannot be expected to be knowledgeable of all the specific job

duties and tasks and their relative importance for each occupation chosen by the students under his/her supervision.

To assure that each student does have an opportunity to acquire the competencies and skills needed for employment, an individualized student occupational experience training plan that is adapted to the particular training station should be developed by the instructor-supervisor and the personnel of the training station. This training plan should include a list of the competencies, skills, and tasks that the student should learn while engaged in occupational experience at that station. A rating scale should be designed for use in determining the degree of progress made by the student in mastering these competencies, skills, and tasks. The instructor-supervisor and the student trainer may rate the student at specific times during the occupational experience training period. A final rating should be made at the end of this training period.

Representatives of business and industry in each occupational experience training area and cooperating instructors from secondary and post-secondary schools in Missouri have identified and verified the competencies and skills to be included in the model training plans for specific jobs. Copies of these training plans are in PART TWO of this guide.

OBJECTIVES OF AN OCCUPATIONAL EXPERIENCE PROGRAM

The occupational experience program enables students to gain added knowledge and skills while employed at a training station. Opportunities that cannot be achieved in the classroom are available to students through this program. To accomplish the primary goal of the occupational experience program--that of student learning--the following objectives have been ascribed.

1. To enable students to learn more about the occupations of their choice through occupational experience

2. To enable students to learn by occupational experience the skills and competencies needed to obtain and hold positions in the occupational areas of their choice

3. To allow students to experiment with occupational goals early enough to enable them to make changes without losing valuable educational time

4. To encourage students to assume more mature attitudes toward their academic preparation and the world of work

5. To assist students in seeing the need for classroom instruction as it relates to their occupational goals

6. To permit students to train in actual situations that cannot be duplicated in the classroom

7. To give students the experience of training with equipment which, because of its size or content, is not available at the school

8. To enable students to acquire experiences gained through actual customer and employee relationships

9. To allow students opportunities to develop a sense of responsibility required in the business world

10. To help students learn--through real experience--the values of personal qualities such as neatness, politeness, courtesy, and concern for the clientele with whom they are working

11. To familiarize students with the experiences related to the process of seeking employment

12. To provide the school with valuable information about industry, establish public relations contacts, and to obtain advice from business leaders in areas of curriculum, laboratory planning, student recruitment, and placement

13. To help develop business and industrial support for the school through their participation in the program

14. To enable the instructor-supervisor to gain a better insight into competencies and skills needed by cooperating business and industry

Chapter II

DEVELOPING AN ADMINISTRATIVE PLAN

SELECTING PROGRAMS NEEDING OCCUPATIONAL EXPERIENCE TRAINING

Educational institutions have realized the value of occupational experience in training individuals to meet the employment needs of business and industry. Occupational experience training could become a part of vocational education in all occupational areas. In some cases, there may be facilities at the school for giving this training; but, in most instances, the student will benefit by actually working on the job. The daily experiences learned on the job probably cannot be duplicated in the classroom or school laboratory or on the school farm. Occupational experience should be an integral part of the educational program of the student. Each student should be enrolled in school while obtaining this experience. Class credits or college hours of training should be awarded; then, regular tuition charges may be made. Occupational experience must be well planned and supervised by a staff member of the occupational area.

SCHEDULING OCCUPATIONAL EXPERIENCE

Occupational experience should be scheduled at a time when the student will receive the most benefit from this phase of the training program. The following factors should be taken into consideration when developing the schedule:

Student Class Schedule (for full-time occupational employment)

Courses other than occupational courses are normally scheduled at specific times each year. Occupational experience can be scheduled so that students may take these courses. The time for offering certain courses may be changed to accommodate students enrolled in an occupational experience program. Some schools develop accelerated courses for a shorter period of time so that students may go on full-time occupational experience employment at the proper time.

Employer Schedule

Businesses and industries would want to hire students for the periods of time in which maximum training benefits may be given. For instance, most agribusiness firms would prefer to provide training in the spring, summer, and early fall, or the seasons of heavy business activity. Other industries may have continuous activity so time for providing occupational experience is not too important. Most industries prefer and insist on a training program in which the student is employed full-time for a definite period of time. The student has the best opportunity to learn the skills and competencies needed for entry-level employment in this type of occupational experience program. This, however, is not the case in some occupational areas such as health services or occupational experience programs for business and office students who are enrolled in regular classes. These students should have opportunities to have full-time occupational experience employement during part of their training periods.

Availability of Instructor-Supervisor

Supervision of occupational experience is as important as the regular teaching duties of the instructor-supervisor. An instructor must be given time

to supervise the program. An instructor teaching a full schedule should not be expected to supervise occupational experience.

Instructor-Supervisor--Full-Time Equivalent

The number of students who can be properly supervised by a full-time instructor will vary. The following are some factors that should be considered in assigning a "student load."

1. Occupational area of training
2. Type of training, whether full-time or part-time
3. Level of training; i.e., secondary or post-secondary
4. Location of training stations

A full-time post-secondary instructor normally could supervise 20 to 22 students who were employed full-time. A full-time secondary instructor who has students employed part-time for most of the school year and usually employed full-time during the summer, relatively close to the school, could probably supervise a maximum of 60 students. He/she should only be assigned the number of students who can be properly supervised. A secondary or post-secondary instructor-supervisor of an occupational experience program during the regular school year must be given "release time" for these activities. The amount of release time should be determined by the number of students involved with occupational experience, calculated on full-time employment; e.g., 4 students employed 2 hours per day for occupational experience may be considered equivalent to 1 student employed full-time.

Time Allotted for Occupational Experience

A student obtaining occupational experience on the post-secondary level should be expected to work a full day for a definite, continuous period of

time. It is unlikely that a student would obtain maximum educational benefits by working a few hours per day. A training program of this type should be discouraged.

Students enrolled in vocational agriculture and other secondary occupational programs should be encouraged to maintain occupational experience training continuously. This training may be for only a few hours per day on their own operations or while employed in businesses. The training should be of such scope and nature that the students may be gainfully employed full-time during the summer months.

The length of the occupational experience training period will be determined by the skills and competencies to be mastered by the student. In a two-year post-secondary associate of science program in agribusiness and farm management, a minimum of 16 weeks is recommended. Most agribusinesses prefer that students receive 26 or more weeks of occupational experience. Other occupational areas may need less time allotted to this phase of the educational program. It is doubtful, however, if less than 16 weeks of occupational experience is of value to the student in mastering the skills and competencies needed for entry-level employment in an occupational area.

Many secondary and post-secondary students completing vocational training programs have had limited employment experience. A full-time occupational experience training period of 26 or more weeks would be valuable employment experience for the student who will be seeking full-time employment. Students should list the occupational experience on their resumes. Many industries in agribusiness believe this training is equal in value to the regular school classes.

Time Scheduled for Occupational Experience

Occupational experience should be scheduled early in the total training program so that students will have more opportunities to evaluate the occupational areas and to determine their adaptability to these occupations. The students may become more receptive to future classes that will help them reach their occupational objectives.

SECURING STAFF COMMITMENT

The entire vocational and academic staff of a school must be committed to the objectives and purposes of occupational experience. They must realize that occupational experience allows students opportunities to learn quickly and effectively the skills and competencies needed to reach their occupational objectives.

The person selected as the instructor-supervisor should be the one who is well acquainted with the students and their occupational objectives. This person should be knowledgeable of the particular types of businesses in which the students are obtaining their occupational experience.

The staff should plan and expect regular activity reports and special informational reports from each student. The instructor-supervisor should expect to make regular reports to the school administrators on his/her activities and the progress of the students in this phase of training. Suggested forms that may be used are in the Appendixes.

FUNDING

Adequate funding for salaries and travel expenses is essential for the development and operation of satisfactory occupational experience training. Training stations must be approved prior to a student being placed for

occupational experience. In some instances, the stations may be selected great distances from the school. It is important to obtain stations that can and will give the best training possible to the student even though some traveling will be required by the instructor-supervisor. The instructor-supervisor should spend one-half to one day per month with each full-time student and student trainer at the training station. If this plan is used, the salary and travel cost of conducting occupational experience programs can be estimated.

Students should be enrolled in school, and tutition charges should be made when college or school credit is given. In addition, some reimbursement may be expected from the State Department of Elementary and Secondary Education. These moneys can be used to help defray the cost of the program. If this plan of financing is followed, the occupational experience program will become mostly self-supporting in post-secondary institutions.

Chapter III

PREPARING THE STUDENT

ORIENTATION

Orientation of secondary and post-secondary students for occupational experience should start when they register in school. Instructor/student conferences and occupational experience training seminars should be scheduled in the first semester in which the students are enrolled in their vocational programs. Occupational experience should be explained in such detail that students will be knowledgeable of the benefits to be obtained and the importance of this phase of their training. They should realize that in some cases it may be necessary and desirable for them to relocate away from home and from school to obtain occupational experience. The students should be informed that in most cases they will receive compensation from their employers which will pay their living expenses and educational costs of the occupational experience program. However, the students must realize that compensation is secondary to the education and training that will be obtained.

STUDENT/INSTRUCTOR-SUPERVISOR CONFERENCES

The student and the instructor-supervisor should have two or more conferences before the student is ready for occupational experience training. The student's past experiences and occupational objective should be determined. Any student problems which may be connected with occupational

experience training should be discussed well in advance of the student's accepting a job for training. The type of occupational experience training station and the location should be agreed upon during these conferences.

Some schools schedule occupational experience training seminars for all beginning students. Representatives of industries who have employed former students for occupational experience are invited as guest speakers. These persons can help the students in preparing for this phase of the vocational training. The meetings are informal and the students have opportunities to visit with these speakers concerning occupational experience.

STUDENT PROFILE

A completed Student Profile (Appendix A, p. 62) should be obtained 90 days prior to the beginning of occupational experience training. It should contain the following information:

1. Occupational objective
2. Location preferred for occupational experience training
3. Past work history
4. Personal information
5. Name, address, and telephone number of parents or guardian

STUDENT INFORMATION FILE

A student information file should be developed for each student. This student file should remain in the school records for several years after the student has exited the training program. All pertinent information concerning that student should be placed in this file. This information can be used in helping students reach their occupational objectives. It can also be used in helping students obtain full-time employment upon completion

of the programs in the occupational areas of their choice. The following information should always be included in the student file:

1. School registration information
2. Program of study and course work
3. Grades
4. Evaluations of the student
5. Student Profile (Appendix A, p. 62)
6. Occupational experience training information
7. Any other information that will be helpful in counseling, evaluating, and placing the student on a job that is commensurate with his/her training and ability in the occupational area.

IMPORTANT: According to federal law, each student has the right to examine any and all reports and information included in the student file. The instructor-supervisor should discuss all information included in the file with the student and explain the use of the material in assisting him/her reach the occupational objective and ultimate full-time employment in the occupational area of his/her training.

SUMMARIZATION OF OCCUPATIONAL OBJECTIVES

It is important to summarize all Student Profiles (Appendix A, p. 62) to determine the students' needs for occupational experience as indicated by their stated occupational objectives. This may be done as follows:

1. Make all occupational summaries 75 days prior to the beginning of occupational experience training
2. Summarize occupational objectives (Appendix B, p. 63) and determine the kinds and types of training stations that will be needed for occupational experience
3. Identify, if possible, the students who will be difficult to place for occupational experience for various reasons

4. Identify students who desire occupational experience training stations that can provide only limited opportunities in learn- the skills and competencies needed to reach their occupational objectives

5. Identify students who plan to complete occupational experience training on home farms or in family businesses. These students must be identified three to four months before enrolling in occupational experience programs so that special conferences can be arranged to prepare students for the specific plans which will lead to maximum benefits from this type of training station. (See page 23 for more information concerning approval of the home farm or family business as an occupational experience station.)

Chapter IV

DEVELOPING AND SELECTING A TRAINING STATION

REQUIREMENTS FOR A TRAINING STATION

An occupational experience training station should meet the following requirements:

1. The employer should have sufficient business and activity to warrant the employment of an individual for the entire training period. In some occupational areas, it may be practical to rotate the student to different stations during training. This is a common practice in health occupations when students are not compensated for their services.

2. The employer must be involved in the type of activity that would furnish the occupational experience to the student that could lead to the mastering of skills and competencies needed to reach his/her occupational objective.

3. The employer must be in agreement with the plan and policy of the occupational experience program.

4. The employer must agree to rotate the student to different duties when the skills and competencies needed to perform each task are mastered.

5. The employer and the student trainer will need to take time to confer with the instructor-supervisor and the student for the purpose of student evaluation when supervisory visits are made.

6. The employer must realize that a student employed for occupational experience must not replace another employee and that the training station must adhere to the provisions of the Fair Labor Standards Act as it pertains to employment of a student for a definite period of time. (See COMPENSATION FOR STUDENT EMPLOYED FOR OCCUPATIONAL EXPERIENCE, p. 28, for further clarification.)

SELECTING AND APPROVING A TRAINING STATION

The occupational experience training station should be selected at least 30 days prior to the beginning of the training period. The person responsible for developing training stations should be given release time for this activity. The amount of time required will vary with the various occupational areas. Persons experienced in developing post-secondary agribusiness training stations budget one day for each training station when it is being developed. The employer is informed of the general operations of the occupational experience program, the training agreement, and the responsibilities of each person involved in occupational experience. Individualized training plans are developed by the instructor-supervisor and employer at a later date but before the student enters occupational experience.

The training station must be selected very carefully. The firm should be evaluated regarding its potential in providing training to the student that would be of value in reaching his/her occupational objective.

Some of the ways and means of selecting and approving training stations are to:

1. Identify the training stations used in the past and evaluate each as a potential training station for the present needs
2. Confer with advisory committee members for recommendations as to firms that would be interested in becoming cooperating employers
3. Contact local school based placement office for recommendations as to firms that would be interested in becoming cooperating employers
4. Consult with related services and organizations for assistance in identifying potential employers
5. Confer with individual students to determine if they are acquainted with firms that could be approved as training stations

6. Complete an Employer Profile (Appendix C, p. 64) on each potential cooperating employer

7. Evaluate each firm as to its potential of becoming a desirable training station

8. Match students to available occupational experience job openings. Students must be placed in training stations that can train them in the skills and competencies needed for their occupational objectives.

LOCATION OF A TRAINING STATION

Occupational experience training stations should be located as near the school as possible; however, it may be necessary to locate some special stations considerable distances from school. The person charged with the responsibility of selecting the training stations should be concerned with the cost of supervision and the additional travel time involved in the supervision of training stations located great distances from school. Selection of training stations located more than 50 miles away from school should be made upon approval of the local administration of vocational education. A training station should never be selected that cannot be properly supervised.

HOME FARM OR FAMILY BUSINESS AS A TRAINING STATION

There is some question as to the value of post-secondary occupational experience if it is taken on the home farm or in the family business. In some instances, the students may not learn new skills and competencies that will be needed to reach their occupational objectives. However, in other cases, it may be a very good training station. The majority of business and industry representatives involved in this project were opposed to approval of the home farm or family business as an occupational experience training station, as such training could not be considered additional employment experience. Most of

them were of the opinion that the student would be returning to familiar activities that had been learned in the past and that few new skills and competencies would be learned. However, most of them agreed that in some cases the home farm or family business or a farm or business managed by an immediate family member might be approved as a training station. The final determination and approval of a home farm or family business training station should be the responsibility of the chairperson of the occupational area and the administrator of the vocational program.

It is important that post-secondary students making plans to return to family operations for occupational experience be identified early in their training programs so they may become prepared for this training.

Secondary students enrolled in vocational agriculture courses may find excellent opportunities on their home farms to become actually involved in the farming operations. These students should obtain copies of SOE Student Reference, Ag-17-S,[1] from their instructors or by contacting the University of Missouri, Columbia, Missouri.

Post-secondary production agriculture and agribusiness students returning to their family operations for occupational experience should be required to enroll in home farm or family business preparation programs prior to this training.

The objective of the home farm or family business program is to acquaint the student with the financial and management aspects of the farm or the business and to establish a working relationship with the parents.

Each production agriculture student must enroll his/her family farm operation in the Missouri mail-in farm record system, or a similar system, for one

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[1] Supervised Occupational Experience Program, Agricultural Education Series, Vol. 10, No. 16, Ag-17-S (University of Missouri-Columbia: Instructional Materials Laboratory).

year if the home farm is to be approved as an occupational experience training station. The same system should be selected for all students unless they are currently involved in a computerized record keeping system. The student must record all transactions in the Missouri Farm Record Book for this period. All mail-in forms must be submitted, and a study will be made to analyze the results. These are the initial requirements for approval of the home farm as an occupational experience training station.

During the fall semester of the first year of training and not later than mid-semester, students interested in home farm or family business occupational experience programs should meet with their instructor-supervisors. Following a discussion of the program, the student should indicate a continued interest by filling out a registration form, enrolling in the Missouri mail-in farm record system, and purchasing the necessary books and forms.

Students interested in returning to the family business must keep the business records, and a management system must be developed. These special arrangements and additional classes should be scheduled similar to those for production agriculture students. Some business classes may need to be scheduled on an arranged basis.

During Christmas break, the instructor-supervisor and chairperson of the occupational area should visit each farm or business to discuss the occupational experience program with the student and parents. To continue the program, the student, with parental help, should prepare a beginning inventory for the home farm or family business.

On returning to school the second semester, the student should enroll in a two-hour course designed to begin preparation for keeping an accurate record, entering the record on the computer forms, and interpreting the computer results. At home, the student should enter all cash transactions and production

information into the home account book on a monthly basis. A monthly cash check will determine the accuracy of the record.

Students should be given delayed grades at the end of the second semester of training. When they return to school at the end of the occupational experience, they should continue in the home farm or family business management program with this phase designed to prepare an income tax return from the home farm or family business account book. Credit will be given upon successful completion of all records.

In the last semester of training, the student should enroll in a one-hour course designed to close out the home farm or family business account book, prepare the computer forms, study the analysis, and consider partnership possibilities at home. This course should be on an arranged basis.

Chapter V

PLACING STUDENTS FOR OCCUPATIONAL EXPERIENCE

Responsibilities of the instructor-supervisor in placing students for occupational experience should include:

1. Visiting prospective occupational experience training employers to discuss the students who are interested in seeking occupational experience employment with them. The students' characteristics and needs for obtaining the skills and competencies in the occupational areas should be frankly discussed with the prospective employers. The employers will then be familiar with the students' training needs.

2. Mailing resumes or Student Profiles (Appendix A, p. 62) and evaluations of the students to the prospective employers.

3. Arranging for the interviews. The exact place, date, and time for each interview should be determined.

4. Preparing the student for the interview. The instructor-supervisor should be sure that the student reviews the techniques for a successful interview.

5. Referring the student to the job. In some instances, the instructor-supervisor should accompany the student to the interview. The instructor-supervisor should not sit in on the interview.

6. Insisting that the student write a letter of appreciation for granting the interview.

7. Preparing a Cooperative Employment Agreement (Appendix D, pp. 65-67) if the student is hired. This agreement must be signed by the employer, the student, and the instructor-supervisor.

8. Preparing an individualized training plan, using the model plan as a guide (PART TWO). The model training plan will need to be changed to fit the needs of the student and those of the business. The plan should include skills and competencies that can be learned at the selected station. The

student, the employer, and the school will need copies of the individualized training plan.

9. Supplying the employer with the Employment Verification Card (Appendix E, p. 68). This card is to be signed by the student and the employer and returned to the school. It is a means of notifying the school that the student has started to work on the agreed date.

COMPENSATION FOR STUDENT EMPLOYED FOR OCCUPATIONAL EXPERIENCE

A student working at an occupational experience training station is a full-time employee of that business. The main objective of occupational experience is to furnish the student with opportunities to learn the skills and competencies needed to reach his/her occupational objective. The student, the school, and the student trainer should keep in mind that the student will be rotated through the different departments of the business and, therefore, will not be as productive as a regular employee of the same age and experience. Thus, the salary may be less than that paid to other employees.

The educational institution should not make definite recommendations as to the compensation that the student should receive while employed for occupational experience. If the compensation is considerably higher than the minimum wage, there may be some questions as to the quality of training that may be obtained. Most businesses are performing services for a profit, and they will expect a return for wages paid each employee. The occupational experience program should not become a work experience program. In some instances, fringe benefits will be paid that could be considered as part of the salary. Housing, food, paid holidays, sick leave, and insurance are benefits that may be considered.

Students should be paid on an hourly basis rather than on a weekly or monthly basis. This will help the student realize that an employee is paid

for work performed. In order to be approved as an occupational experience station, the employer should be in a position to offer 40 hours per week employment. A student should be expected to work the same hours as other employees.

According to information received from the Missouri Employment Service, students employed for occupational experience while enrolled in approved educational programs for a definite period of time are not subject to minimum wage requirements. Neither are they eligible for unemployment compensation at the completion of their occupational experience employment.

Students employed in college training programs may be paid three-fourths of the minimum wage by securing student learner certificates from the Wage and Hour Division of the Department of Labor. This is based on information received from the Missouri Department of Elementary and Secondary Education which obtained it from the Wage and Hour Division of the Department of Labor. The school initiates the application. The subminimum rate is effective the day the application is mailed to the Department of Labor, and this rate can be in effect for an academic school year or a summer plus a semester.

In some instances, a student may be employed part-time or full-time at an occupational experience station without compensation. It is a common practice for students in the health occupation areas to work in hospitals or other health facilities without compensation. This is also true of a student who may be entering an occupational area completely foreign to his/her past experiences or educational background.

Some students in other occupational areas of training have not received compensation for their services at training stations. These students are present at the stations for only a few hours each day for short periods of

time. These experiences should not be considered occupational training, as the individuals will be observing and actually learning few skills or competencies. This type of educational activity is of value to students under 16 years of age. The school should consider discontinuing such training for advanced secondary and post-secondary individuals and start full-time employment so that the students could become fully involved in "hands-on activities." Business and industry representatives involved in this project support full-time occupational experience stations with compensation except in the health occupation areas.

PRELIMINARY REPORT OF STUDENTS PLACED FOR OCCUPATIONAL EXPERIENCE

The preliminary report (Appendix F, p. 69) of students placed for occupational experience should be submitted by the department chairperson to the dean or administrator 30 days prior to the start of training. The report should include the following information on each student:

1. Name
2. Occupational objective
3. Name, address, and telephone number of the training station
4. Name of the student trainer (if assigned)
5. Name of the instructor-supervisor
6. Date training will start
7. Compensation to be received
8. Other special agreements, if any

The report should emphasize the students who have not been placed for occupational experience. The problems being encountered in placing the students for occupational experience should be listed. The school's placement services and other staff members should assist in developing occupational experience training stations for these students.

Chapter VI

SUPERVISING OCCUPATIONAL EXPERIENCE PROGRAMS

IMPORTANCE OF SUPERVISION

Two persons are involved with the supervision of each student--the instructor-supervisor and the student trainer who is an employee of the firm that employs the student. More than one person connected with the firm may be designated as the student trainer from time to time. The student should always be kept informed as to the person who is currently designated as his/her trainer. The instructor-supervisor should make regularly scheduled supervisory visits to the firm to assist in coordinating the student's training. This person should request at each supervisory visit a joint conference with the student, the trainer, and other persons involved with the training at the firm to help coordinate the training efforts. The instructor-supervisor should also confer with each of these individuals privately concerning the progress of the student and problems that may develop or have developed.

RESPONSIBILITIES OF EMPLOYER

The employer should realize that the occupational experience program is first and foremost an educational program integrated with practical experience. This requires the employer to give careful thought as to the utilization of students who will be employed. Items to be considered would include the meshing of previous classroom/laboratory instruction with practical experience

which would be present at the training site, the placing of the student in those areas of employment which will be most conducive to the learning process, and the consideration of the long-range objectives of both the student and the employer. The items designated below are some of the basic responsibilities of the employer:

1. Interview the students who apply for an occupational experience position with the employer's business in order that students receive the added benefits of going through interviews, as well as enabling the employer to determine which student will best meet his/her employment needs.

2. Assign a permanent employee as trainer for the student. This person should possess the skills and competencies that are to be learned by the student while being trained by this student trainer.

3. Plan ahead for the work of the student so that he/she does not have idle time on his/her hands. The student is expected to become a productive employee and should perform as much productive work as another employee with comparable skills and experience. However, consideration must be given to the fact that the student is being rotated to various duties which may reduce productivity.

4. Plan work assignments progressively so that the student will move from the routine activities early in his/her program to more complicated responsibilities as he/she gains the needed job skills. A greater number of skills will be learned by the student at a training station where the student's training is well planned.

5. Assign some undesirable jobs to the student. The student, however, should not be required to perform more than his/her share of these types of jobs.

6. Inform the student of the evaluations of work performance at regular intervals. These evaluations should be discussed with the student.

7. Pay a salary to the student which is agreed upon as being fair to both the student and the business.

8. Interview the student at the time he/she leaves the employer to return to school. This will provide an opportunity for both the employer and the student to sum up the results of the mutual experience.

9. Meet the social security, state and federal income tax, and workers' compensation (if applicable) requirements.

10. Consult with the instructor-supervisor before terminating occupational experience employment.

RESPONSIBILITIES OF STUDENT

The items designated below are some of the basic responsibilities of the student:

1. Conduct himself/herself in a manner that will reflect credit upon himself/herself and the school.

2. Dress properly for work and conform to the rules and regulations of the occupational experience training station.

3. Inform his/her employer at the earliest time when he/she must miss work for <u>any</u> reason. Sickness and family tragedy are the only reasons for being absent from work.

4. Report regularly for work without asking for "time off" to pursue his/her personal pleasures or business.

5. Consult with the instructor-supervisor in advance before terminating his/her connections with his/her employer. A student who "quits" without proper notification to the employer and the school shall receive a failing grade for the occupational experience training. The student may not be approved for training at another training station, and all unused tuition that is paid will be forfeited.

6. Do an honest day's work, recognizing that the employer expects profits from wages paid.

7. Keep the employer's interests in mind at all times. The student should be punctual, dependable, loyal, courteous, and considerate of the employer and other employees.

8. Keep an accurate and complete record of the day-to-day activities which will include hours worked at various tasks.

9. Submit necessary reports to the school.

<u>Dishonesty on the part of the student may result in his/her immediate removal from the occupational experience training station and from the vocational training program</u>.

RESPONSIBILITIES OF SCHOOL (INSTRUCTOR-SUPERVISOR)

The items designated below are some of the basic responsibilities of the school (instructor-supervisor):

1. Visit the occupational experience training station at regular intervals for the purpose of coordinating class instruction and the experiences that occur "on the job."

2. Notify the student and the employer ten or more days in advance of planned supervisory visits. The instructor-supervisor shall reserve the right to make unannounced visits.

3. Parallel classroom instruction as closely as possible with the employment requirements and responsibilities.

4. Show discretion as to the time and circumstances of visits, especially when work is pressing.

5. Notify the employer in advance of the intent to remove a student from the training station. A definite reason for this removal will be given.

6. Be available, by request, to assist employers in obtaining information to upgrade present personnel or in locating additional trained personnel.

7. Endeavor to help solve problems and misunderstandings of all parties concerned.

8. Submit necessary reports to the administrator of vocational education.

<u>The school shall reserve the right to withdraw or transfer the student at any time an undesirable training situation becomes apparent</u>.

Chapter VII

VISITING THE TRAINING STATION

FREQUENCY OF SUPERVISORY VISITS

The frequency of supervisory visits will vary with each student and with the complexity of the occupational objective of the student. A student locating in a training station close to the school may receive more supervisory visits than a student locating in a training station several hundred miles away from the school. The frequency of supervisory visits should be based upon the needs of the student rather than upon other factors.

Most schools offering an occupational experience program should plan a supervisory visit each four weeks during the training period. Each student and training station should expect the instructor-supervisor to make at least three visits during the training period. The first visit should be made within three weeks of beginning the training, and the last visit should be made within the last three weeks of the training period.

INITIAL SUPERVISORY VISIT

All supervisory visits must be scheduled in writing well in advance of the planned visit. The Instructor-Supervisor Visitation Cards (Appendix G, p. 70) should be used to notify the employer and the student of the visit.

STUDENT AND EMPLOYER ORIENTATION

Conference with Employer

It is important that the instructor-supervisor and the employer review the employer's responsibilities to obtain a complete understanding of the occupational experience program.

Evaluation of the beginning activities of the student should be made. Problems encountered by the business in "starting the training" should be thoroughly discussed along with the student problems observed by the employer.

The Student Evaluation Form (Appendix H, p. 71) should be completed with the employer. This evaluation should be discussed with the student in a later joint conference. This form should be completed at each visit and at the end of the training period. It is important that the student develop desirable work habits and other desirable personal characteristics.

A genuine interest should be shown in the business activities of the cooperating firm. The instructor-supervisor should obtain a tour of the facilities to more clearly understand the operation of the business and the conditions under which the student will receive training.

Conference with Student

The instructor-supervisor should review in detail the student's responsibilities to the employer and to the school so that the student will have complete understanding of his/her responsibilities.

An investigation should be made of the student's living conditions, his/her adaptability to the firm, other employers, and community, and to any problems that have developed. Personal problems that could affect the efficiency of the training program should be discussed. Many problems may be

corrected or solved over coffee or a meal with the student and his/her spouse. The instructor-supervisor should discuss with the student desirable personal characteristics that should be acquired during the training period.

The Student Weekly Report of time devoted while performing specific tasks involved in occupational experience (Appendix I, p. 72) should be discussed. It should be impressed upon the student the importance of mailing this report each Monday for the activities of the previous week.

Joint Conference with Student and Employer

After individual conferences, the employer, student, and instructor-supervisor should hold a conference to discuss the progress of the training and the problems that have developed. This conference can be valuable in obtaining a complete understanding and a close working relationship with all parties concerned.

The institutional responsibility to the student and to the employer should be reviewed at the student/employer conference. The institution should place emphasis on coordination of the learning process. The instructor-supervisor should make himself/herself available by telephone at all times to assist in maximizing the learning process. He/she should indicate willingness to return to the training station at an early time to help solve difficult problems.

It is important that both the student and the employer understand that the school has both the student's and the employer's interests utmost in mind and that the school will do everything possible to develop a good training station that will serve the best interests of all parties concerned.

STUDENT SUPPLEMENTAL ASSIGNMENT REPORT

The student should be given supplemental assignments to help him/her obtain maximum benefits from the occupational experience obtained at the business. Assignments should be coordinated, insofar as possible, with the training station activities that are in progress at the particular time. Each student should submit a monthly report of the employer's business activities which would assist him/her in further understanding its management and operation.

The following information could be used for special student research:

1. Organization and overall operation of the firm
    a. Organization of the business
    b. Chain of command within the business
2. Products produced, purchased, and sold
3. Major competing businesses in the area and their relations to this firm
4. Observations for possible reasons for success of the firm
5. Apparent image of the firm within the community
6. Buying and selling grain
7. Feed sales
8. Fertilizers
9. Farm supplies
10. Service to customers
11. Profile of firm's employees (morale, tenure, upward mobility)

The student research assignments should be specific. It is the responsibility of the instructor-supervisor to develop an outline that could be followed by the student in preparing the report. The student should be expected to do

some indepth study of printed information that might be available on each subject. The student will be expected to interview individuals in the firm who are knowledgeable of the phase of business being researched. The student should use discretion concerning the time that employees are interviewed, and the student trainer should be kept informed of the purpose and progress of each report.

PUBLIC RELATIONS

The instructor-supervisor is the "training institution" at the time the training station is being visited. The image of the school and the training program will depend largely upon the actions of the instructor-supervisor. It is the instructor-supervisor's responsibility to "sell" the school, its training programs, and its products (the students) to the cooperating firm, other businesses and industries in the area, and the community. The instructor-supervisor should become acquainted with other businesses and industries within the area. He/she will have an excellent opportunity to perform job development which could lead to future placements of trained individuals.

Some post-secondary institutions sponsor dinners for the persons involved in the occupational experience training of the students. This affords the student with an opportunity to introduce his/her employer, and the employer has the opportunity to become better acquainted with the training program and other school officials. The cost of this activity could be budgeted at $25 per student. Some commercial firms have sponsored this activity.

INSTRUCTOR-SUPERVISOR EVALUATION OF TRAINING STATION

An Instructor-Supervisor Evaluation of Training Station form (Appendix J, p. 73) should be completed immediately after each visit to the cooperating

employer. Information recorded on this form may indicate potential problems that may be diverted. This evaluation should be thoroughly reviewed when planning future visits.

INSTRUCTOR-SUPERVISOR REPORT

The Instructor-Supervisor Report (Appendix K, p. 74) is completed at the end of the visit. It should be made in duplicate, with one copy to be filed in the student's file and the other copy to be kept in the instructor-supervisor's file. The copy placed in the student's file should be received by the chairperson of the occupational training area who will then initial the report after it has been thoroughly read and analyzed. The report should indicate the student's progress or lack of progress in the training program.

MONTHLY SUPERVISORY VISIT

It is important that the student be visited on a regular schedule. A tentative schedule for the next monthly visit should be made during the current visit. The student and the employer will then have the opportunity to look forward to upcoming conferences. If problems develop, each will know when the instructor-supervisor will be present to discuss the situation. It is conceivable that other businesses and prospective students interested in the training program may meet the instructor-supervisor at the training station to obtain further information.

Suggested Activities for Monthly Visit

The instructor-supervisor should develop a plan to be followed when performing monthly supervisory visits. The following are suggested activities:

Conference with Employer

The first person to be contacted by the instructor-supervisor should be the manager of the training station. The instructor-supervisor should be friendly and become well acquainted with the manager. He/she should discuss the trainee's progress and determine the problems that are being encountered. Time should be scheduled for a conference with the manager, student trainer, student, and instructor-supervisor. This conference should be held toward the end of the supervisory visit.

Conference with Student Trainer

A conference should be arranged with the student trainer, assuming that this is a person other than the manager. The instructor-supervisor should review the student's training plan with the student trainer to determine his/her progress in mastering the competencies that are listed in the training plan (instructor-supervisor's copy). The Student Evaluation Form (Appendix H, p. 71) should also be completed. The instructor-supervisor should also:

1. Evaluate the student's progress in developing desirable personal characteristics
2. Identify existing or anticipated problems
3. Discuss possible solutions to these problems
4. Inform the student trainer of a scheduled conference with the student, instructor-supervisor, student trainer, and manager
5. Determine the student's and student trainer's attitudes toward the occupational experience program

Conference with Student

The instructor-supervisor should allow the time necessary for an indepth conference with the student. He/she should:

1. Determine the student's satisfaction with the training station and the reasons for satisfaction or dissatisfaction
2. Identify existing or anticipated problems (personal and training)
3. Discuss possible solutions to these problems
4. Review the training plan to determine the student's impression of his/her progress
5. Review the evaluation made by the student trainer of the student's personal characteristics (Appendix H, p. 71) (The instructor-supervisor should determine any improvements made since the previous visit)
6. Inform the student of news from the school and other students on occupational experience
7. Assign special projects to be completed by the student by the next conference

Joint Conference with Student and Employer

After individual conferences with the employer, the student trainer, student, and instructor-supervisor should hold a joint conference in which the following should be done:

1. Discuss the student's progress on the training plan
2. Review the Student Evaluation Form (Appendix H, p. 71)
3. Discuss problems that have been indicated by either the management, student trainer, or student, and determine the best methods of solving these problems
4. Discuss the special projects completed and planned by the student; sometimes the student trainer may become interested and want to participate in the projects
5. Arrange a tentative date for the next monthly visit

Instructor-Supervisor Visitation Reports

The following reports should be completed immediately after completing the supervisory visit (may be made in rough drafts for completion at a more convenient time):

1. Reevaluation of the training station
2. Completion of Instructor-Supervisor Evaluation (Appendix J, p. 73)
3. Letter of appreciation to the employer (should be mailed within a seven-day period following each visit)

FINAL SUPERVISORY VISIT

The final supervisory visit may well be the most important visit that is made to the student and the training station. Sufficient time should be scheduled so that all activities planned can be completed. The major objective of this visit would be to evaluate the student's progress in learning the skills and competencies that should have been mastered while employed for occupational experience. This evaluation should be made jointly by the employer and the instructor-supervisor. The training plan should be reviewed, and the instructor-supervisor should record the degree to which the student mastered each skill and competency.

The training station and the student trainer should be evaluated immediately after this visit. The instructor-supervisor will have an opportunity to visit with the employer concerning the possibility of approving the firm as a future training station. Definite commitments, however, on the part of the school should not be made because of the uncertainty of students who would be available in the future for the particular type of training.

The instructor-supervisor should be alert to the possibility of job development at the training station or at other businesses within the area.

Because of contacts made in supervising occupational experience, this person would have the opportunity to develop full-time jobs for persons exiting the training programs. The instructor-supervisor should be familiar with the school based job placement services that are available at the school, and the jobs developed should be reported to the placement office on an accepted job opening form.

Suggested Activities for Final Supervisory Visit

The instructor-supervisor should develop a plan to be followed when performing the final supervisory visit. The following are suggested activities:

Conference with Employer and Student Trainer

During the final supervisory conference with the employer, the instructor-supervisor should:

1. Discuss the student's progress in general terms; then ask to have the student trainer join the conference
2. Complete the Student Evaluation Form (Appendix H, p. 71)
3. Evaluate the skills and competencies learned at the training site; each competency should be rated as to the degree of proficiency
4. Discuss the problems that developed during the training period and the manner in which the problems were handled by the student and the employer
5. Arrange for a joint conference with the student and persons involved in the training program

Conference with Student

During the final supervisory conference with the student, the instructor-supervisor should:

1. Discuss with the student his/her impressions of progress made in acquiring both occupational competencies and personal characteristics

2. Discuss his/her reactions to the occupational experience that has been obtained at the station

3. Determine if the student recognizes the same deficiencies that were enumerated by the training station personnel

4. Discuss problems that have occurred since the previous visit

5. Discuss the student's occupational objective and determine if the student is interested in returning to the training station or to other businesses in the area for full-time employment

6. Have the student evaluate the training station (Appendix L, p. 75) (This may be delayed until the student returns to school)

7. Assign a final project (probably a narrative describing the occupational experience training)

8. Inform the student of the calendar of activities upon return to the institution

Joint Conference with Training Personnel and Student--Evaluation

During the final supervisory conference with the training personnel and student, the following should be evaluated:

1. Student's progress in learning the skills and competencies listed in the training plan

2. Student's progress in improving personal characteristics

3. Problems encountered during the training period and how these problems were handled

4. Problems encountered during the training period that were caused by the business or staff

5. Possibilities of using the business as a future training station

6. Possible full-time job openings at the training station

It would be good public relations if the instructor-supervisor would take the manager, student trainer, and student to lunch on this visit. This invitation should be extended when official notification of the visit is made.

Chapter VIII

INSTRUCTOR-SUPERVISOR REPORTS

POST-VISIT REPORTS

After making the supervisory visit, the instructor-supervisor should complete the following:

1. An Instructor-Supervisor Report, (Appendix K, p. 74)
2. A final evaluation of the training station (Appendix J, p. 73)
3. A written narrative report on the occupational experience program of the student (Information could be recorded on this report that was not documented at any other time or on any other report. Recommendations should be made as to the possibility of using the training station in the future. This report should be submitted to the chairperson of the department.)
4. A letter of appreciation to the firm
5. A certificate of appreciation signed by the school's chief administrative officer, the dean or director of the occupational experience program, and the instructor-supervisor for submission to the proper official of the training station

FINAL REPORT FOR OCCUPATIONAL EXPERIENCE

The department chairperson should hold an all-staff meeting soon after the completion of the occupational experience to make an overall evaluation of the training. A Final Report for Occupational Experience Training form (Appendix M, p. 76) should be compiled from the individual reports that have been made during the training period. This report should be submitted to

the administration within 30 days of completion of the occupational experience training period.

INSTRUCTOR-SUPERVISOR ITINERARY

Each school staff member involved with developing or supervising occupational experience training should file a weekly itinerary with the proper administrative official. This itinerary would be submitted not later than Monday morning of the week involved. It is advisable to submit the itinerary for more than a seven-day period. The administrator should be able to locate the staff member by telephone within a few hours by using information furnished on the itinerary.

Chapter IX

SUPERVISING HOME FARM OR FAMILY BUSINESS OCCUPATIONAL EXPERIENCE FOR POST-SECONDARY STUDENTS

The instructor-supervisor of a student obtaining occupational experience on the home farm or in the family business may also need to be the student trainer. In some cases, the student may own the farm or business, and another person would not be available to give the training. If the student is employed on the farm or in the business, a person would then be available to be the student trainer. In most cases, the instructor-supervisor who is responsible for supervising this type of training will become more deeply involved in the learning process than he/she would in supervising other occupational experience programs. It is important, therefore, that the person assigned to these students be knowledgeable in the occupation or business in which the student is being trained.

Supervision of home farm or family business occupational experience should begin with the orientation of the student into occupational experience training. If at all possible, all production agriculture students should be assigned to one person who is well qualified in the farm management phase of agriculture.

The instructor-supervisor will need to become involved with the financial management of the operation. This individual should be the one who is assigned to teach the home farm or family business management class that is required by all persons returning to home farms or family businesses for occupational experience.

Supervisory visits must be made monthly. The visits should be scheduled in advance, and the student should plan to spend a specified period of time with the instructor-supervisor in management planning. "Productive work" should be at a minimum during this day.

An occupational experience training plan should be developed for each person which would be similar to a plan made for a student obtaining occupational experience in production agriculture on an employer's farm. One primary difference would be that arrangements should be made to develop a business management plan for the operation.

Many supervisors of home farm or family business occupational experience prefer to spend most of the visit time conferring with the student and the parent together. The parent would become fully aware of the training activities which could result in the student learning a wider variety of skills and competencies.

The following activities are suggested for supervisory visits which may lead to more effective supervised occupational experience:

1. Review and analyze the farm or business records
2. Discuss management practices in operation since the last visit
3. Review and develop short-term farm or business plans
4. Discuss enterprise management plans
5. Review long-term farm or business plans
6. Assist the student in developing the skills and competencies needed to manage a successful farm or business
7. Discuss the problems identified with operating the farm or business
8. Discuss personal problems if these problems are identified and if suggestions are requested
9. Complete the Instructor-Supervisor Report (Appendix K, p. 74)

A large percentage of secondary vocational agriculture students obtain their supervised occupational experience on the home farm. The occupational experience programs usually start on a limited scale when the student is in the ninth grade, with plans being made for four or more years. Many of the students have the training, management ability, and facilities to become involved in full-time production agriculture self-employment upon graduation from school. When these students enroll in post-secondary production agriculture programs, they may need to have their home farms approved as training stations.

The vocational agriculture instructors of Missouri, in cooperation with the Missouri Department of Elementary and Secondary Education and the University of Missouri, Columbia, have developed some standards to be followed in planning and supervising occupational experience. Each instructor involved in this activity should obtain a copy of Instructor's Guide, AG-17-1.[2] This guide is useful in planning, conducting, and analyzing occupational experience programs in vocational agriculture.

EVALUATING HOME FARM OR FAMILY BUSINESS OCCUPATIONAL EXPERIENCE

The instructor-supervisor may have the sole responsibility of evaluating the student's progress in learning the skills and competencies that were included in the individualized training plan. If a parent or partner is assigned as the student trainer, this person should be consulted and should help in this evaluation. The instructor-supervisor would want to give consideration to the business management plan that was being developed in making this evaluation.

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[2] Supervised Occupational Experience Program, Agricultural Education Series, Vol. 10, No 16, Ag-17-1 (University of Missouri-Columbia: Instructional Materials Laboratory). 51

The Student Evaluation Form (Appendix H, p. 71) should be completed by the instructor-supervisor and the student trainer if one is available. This form is designed to be used by the student trainer or some person who has day-to-day contact with the student. If it is not completed by this individual, it will have limited usefulness in the student's evaluation.

It is important that the training station be evaluated by the instructor-supervisor (Appendix J, p. 73). Many businesses and educators have reservations as to the use of the home farm or family business as an occupational experience training station. If an evaluation is carefully made of each station, a summary could be made by the school of the station's strengths and weaknesses, which may help in future years in determining the advisability of using the home farm or family business as a training station.

Chapter X

EVALUATING INSTRUCTOR-SUPERVISOR

Occupational experience training is a cooperative endeavor involving the student, the school, and the employer/student trainer. All will share in the success or failure of this phase of the educational program. It is important that all individuals be evaluated. The employer must be evaluated by the student and the instructor-supervisor; the student must be jointly evaluated by the instructor-supervsior and the employer/student trainer.

The evaluation of occupational experience training is not complete without an evaluation of the instructor-supervisor by both the employer and the student.

EMPLOYER EVALUATION OF INSTRUCTOR-SUPERVISOR

The school administration should mail the Employer Evaluation of Instructor-Supervisor form (Appendix N, p. 77) to the manager of the training station within two weeks after the training period is completed. A cover letter explaining the reason for evaluation and a return envelope should be enclosed. If the completed form is not received within three weeks, the administration should contact the employer by telephone and complete the evaluation during the conversation. This evaluation must be kept confidential.

STUDENT EVALUATION OF INSTRUCTOR-SUPERVISOR

The administration of the school should arrange a 60-minute seminar for all students in each specific occupational area within three weeks after completion of occupational experience. This is an excellent opportunity for the administration to become acquainted with the students and to understand some of their training problems. This meeting could be used to develop goodwill among the students and to indicate to them that the school is interested in each student and in his/her occupational objective.

The objectives of occupational experience training should be discussed and evaluated. This may be accomplished by developing a form for this evaluation. A general evaluation of each objective would serve the purpose.

Each student should be given a copy of the Student Evaluation of Instructor-Supervisor form (Appendix O, p. 78) and asked to fill it out fairly and completely. A rather accurate evaluation of the staff can be made by summarizing the individual evaluations. The instructor-supervisor should not attend this seminar.

Chapter XI

CALENDAR OF ACTIVITIES

Each occupational area staff should develop a calendar of activities to be followed in planning and conducting occupational experience. This calendar should list the activities that will be performed during each month of the year. Many activities will be performed in months preceding and some in months following the training period.

The sample Calendar of Activities on the following pages was prepared for a full-time post-secondary agribusiness and farm management occupational experience training period from March 25 to September 20. The calendar was developed from the information provided in PART ONE, which is a narrative of an occupational experience management plan.

The sample calendar should be used only as an example. The staff of each occupational training area at the school should develop a calendar for use in its own particular situation. A copy of the calendar should be submitted to the administration when it is developed.

CALENDAR OF ACTIVITIES
(13 Months)
for
Agribusiness and Farm Management
Supervised Occupational Experience
Training Period - March 25 - September 20
(Sample Only)

SEPTEMBER

1. Registration of students into occupational areas
2. Seminar - orientation to occupational experience training; required for all beginning students
3. Student conference with advisors

OCTOBER

1. Obtain Student Profiles (Appendix A, p. 62) on all students
2. Identify students desiring to use home farms as occupational experience training stations

NOVEMBER

1. Instructor-supervisor conference with students returning to home farms for occupational experience
2. Summarize Student Profiles (Appendix A, p. 62) and prepare Student Plan for Occupational Experience Training (Appendix B, p. 63)
3. Student enrollment in Missouri mail-in record system, or a similar system (for students who are returning to home farms for occupational experience)

DECEMBER

1. Complete Student Plan for Occupational Experience Training (Appendix B, p. 63) and submit to administration
2. Start developing training stations
3. Visit home farms of students returning to family operations for occupational experience and counsel with parents concerning the farm business plans

JANUARY

1. Enroll students in special home farm management programs
2. Approve home farm occupational experience training stations
3. Develop occupational experience training stations
4. Obtain Employer Profile (Appendix C, p. 64)
5. Prepare occupational experience job orders
6. Conduct student occupational experience training conferences
7. Prepare students for interviews for occupational experience jobs
8. Refer students for occupational experience jobs
9. Develop individualized occupational experience training plans
10. Conduct an advisory committee meeting to discuss occupational experience training
11. Confer with the placement services for assistance in developing occupational experience training stations
12. Renegotiate the budget for occupational experience training with administration

NOTE: A full teaching load equivalent should be allowed for a minimum of two and one-half months to develop training stations, prepare students for occupational experience, place the students on jobs, negotiate occupational experience training agreements, and develop individualized occupational experience training plans for 25 to 50 students.

FEBRUARY

1. Develop occupational experience training stations
2. Obtain Employer Profile (Appendix C, p. 64)
3. Prepare occupational experience job orders
4. Prepare students for interviews for occupational experience jobs
5. Refer students for occupational experience jobs
6. Develop individualized occupational experience training plans

FEBRUARY (continued)

7. Prepare and sign Cooperative Employment Agreement (Appendix D, pp. 65-67) with occupational experience employer

8. Seek outside assistance from the placement office and advisory committee on hard-to-place students

MARCH

1. Preliminary Report for Occupational Experience Training submitted by department chairperson to administration (Appendix F, p. 69)

2. Complete development of occupational experience training stations

3. Refer students for occupational experience jobs

4. Develop individualized occupational experience training plans

5. Complete the signing of Cooperative Employment Agreement (Appendix D, pp. 65-67) with occupational experience employers

6. Record receipt of Employment Verification Card (Appendix E, p. 68)

7. Finalize all plans for occupational experience training

8. Assign students to instructor-supervisor

9. Conduct occupational experience training workshop for all instructor-supervisors

APRIL

1. Update Preliminary Report for Occupational Experience Training by department chairperson to administration (Appendix F, p. 69)

2. Instructor-supervisor visitation to occupational experience training station

3. Submit Instructor-Supervisor Report (Appendix K, p. 74) to department chairperson

4. Monthly summary of instructor-supervisor's visitation report submitted by chairperson to administration

5. Monthly staff meeting of instructor-supervisors with department chairperson and administration

NOTE: Problems encountered in the operation and administration of occupational experience should be discussed

APRIL (continued)

at these monthly meetings. The instructor-supervisor should be assisted, when help is needed, in solving problems encountered by the students at the training station

MAY

1. Instructor-supervisor visitation to occupational experience training station
2. Submit Instructor-Supervisor Report (Appendix K, p. 74) to department chairperson
3. Monthly summary of instructor-supervisor's visitation report submitted by chairperson to administration
4. Monthly staff meeting of instructor-supervisors with department chairperson and administration
5. Enroll students for summer term

JUNE

1. Instructor-supervisor visitation to occupational experience training station
2. Submit Instructor-Supervisor Report (Appendix K, p. 74) to department chairperson
3. Monthly summary of instructor-supervisor's visitation report submitted by chairperson to administration
4. Monthly staff meeting of instructor-supervisors with department chairperson and administration
5. Student-Employer Advisory Committee Dinner, sponsored by commercial firm, if possible (Cost estimated at $25 per student. This should be scheduled in the month of least business activity. Students should be required to attend.)

JULY

1. Instructor-supervisor visitation to occupational experience training station
2. Submit Instructor-Supervisor Report (Appendix K, p. 74) to department chairperson

JULY (continued)

3. Monthly summary of instructor-supervisor's visitation report submitted by chairperson to administration

4. Monthly staff meeting of instructor-supervisors with department chairperson and administration

AUGUST

1. Instructor-supervisor visitation to occupational experience training station

2. Submit Instructor-Supervisor Report (Appendix K, p. 74) to department chairperson

3. Monthly summary of instructor-supervisor's visitation report submitted by chairperson to administration

4. Monthly staff meeting of instructor-supervisors with department chairperson and administration

SEPTEMBER

1. Instructor-supervisor visitation to occupational experience training station

2. Submit Instructor-Supervisor Report (Appendix K, p. 74) to department chairperson

3. Monthly summary of instructor-supervisor's visitation report submitted by chairperson to administration

4. Monthly staff meeting of instructor-supervisors with department chairperson and administration

5. Final occupational experience training evaluation of student

   a. Student Evaluation Form (Appendix H, p. 71)

   b. Instructor-supervisor and student trainer evaluations of the student's progress on the individualized training plan

6. Final occupational experience training station evaluation (Appendix J, p. 73)

7. Bring student file up to date

8. Administration submit Employer Evaluation of Instructor-Supervisor (Appendix N, p. 77) to the occupational experience employer by mail; follow-up by telephone if not received within three weeks.

SEPTEMBER (continued)

9. Administration submit Student Evaluation of Instructor-Supervisor form (Appendix O, p. 78) to student at the occupational experience training seminar (This should be presented at an occupational experience training seminar held by the administration after all students have returned to regular classes.)

10. Individual meetings of each instructor-supervisor, department chairperson, and administration to discuss and evaluate occupational experience training

11. Submit Final Report for Occupational Experience Training (Appendix M, p. 76) to administration

(O.E. #1
Mar 78)

APPENDIX A

STUDENT PROFILE

(1) Name _____
Last First Middle

(2) Home Address _____
Street City State Zip

(3) Phone & Area Code _____ (4) Soc. Sec. No. _____

(5) (Optional Information - Requested but not required):
Date of Birth _____ Height _____ Weight _____
Sex: ☐ Male ☐ Female
Marital Status: ☐ Single ☐ Married ☐ If marriage is anticipated in near future, list married name: _____

(6) Name of parent or guardian _____

(7) Address of parent or guardian _____

(8) Telephone number of parent or guardian (Area Code) _____

(9) Vocational school or community college _____

Training program _____

(10) Present grade level in school: ☐ Grade 10 ☐ Grade 11 ☐ Grade 12
☐ 1st year college ☐ 2nd year college ☐ other (specify) _____

(11) I will complete this program (month and year) _____

(12) After I graduate my plans are: ☐ work full-time ☐ continue education
☐ military ☐ other (specify) _____

(13) Upon graduation I want to work as a: (Job objective) _____

_____

(14) Occupational Experience (Internship plans)

A. Type of training station desired _____

B. Location will accept _____

C. Do you have a training station you would like approved for your training?
☐ Yes ☐ No

D. If yes, Name Station _____
Location _____
Person to Contact _____

Could the competencies and skills needed by you to fill the job listed in #13 be learned at this station? ☐ Yes ☐ No ☐ Not sure

(15) Past work history (start with most recent employment):

(A) Employer _____ Phone No. & Area Code _____

Address _____
Street City State Zip

Job Title _____ Length of employment _____

(B) Employer _____ Phone No. & Area Code _____

Address _____
Street City State Zip

Job Title _____ Length of employment _____

(16) List any school activities, hobbies, or special interest in which you are involved: _____

(17) Do you have transportation: ☐ Yes ☐ No

(18) References (do not use close relatives):

(A) Name _____ Phone No. & Area Code _____

Address _____

(B) Name _____ Phone No. & Area Code _____

Address _____

(C) Name _____ Phone No. & Area Code _____

Address _____

PERSONAL DATA RELEASE

I hereby grant permission to State Fair Community College, Sedalia, Missouri, and/or the Statewide Job Placement Service located at State Fair Community College, Sedalia, Missouri, to release information concerning my skills, competencies, attitudes, and interests as evaluated by personnel of these institutions to prospective employers for the purpose of assisting me in obtaining gainful employment.

Date: _____ Signature: _____

(TO BE COMPLETED DURING FIRST SEMESTER OF ENROLLMENT IN TRAINING PROGRAM.)

(O.E. 42
Mar 78)

STUDENT PLAN FOR OCCUPATIONAL EXPERIENCE TRAINING

INSTRUCTOR-SUPERVISOR _____

PROGRAM _____

DATE _____

Student's Name	Address	Telephone No.	Occupational Objective	Type of Training Station Desired (Needed)	Location Will Accept	Date to Start Occupational Experience	Comments - Plans
(TO BE COMPLETED DURING FIRST SEMESTER OF ENROLLMENT IN TRAINING PROGRAM.)							

(O.E. #3
Mar 78)

APPENDIX C

EMPLOYER PROFILE

(Confidential)

Date _____

(1) Business/Company Name _____

(2) Address _____
Street City State Zip

(3) Person to Contact _____

(4) Telephone (include area code) _____

(5) Type of Business _____

(6) Name of Person Completing Report _____

---

(7) Number of Employees

1-5 _____
6-19 _____
20-50 _____
51-100 _____
Over 100 _____

(8) Type of Employees Hired

Full-time _____
Part-time _____
Summer _____
Occupational Experience _____
High School _____
1 or 2 years college _____

(9) Location

Single _____
Multiple _____
How Many? _____

(10) Description of size, type, and functions of the business.

(11) List the different jobs (job titles) that are available.

(12) Is the business large enough to be able to train an individual in the occupational area in which the business is classified?

☐ Yes ☐ No Please explain answer.

(13) Are proper personnel available to become trainers, and would they be receptive to giving educational instruction to a person on occupational experience training?

☐ Yes ☐ No ☐ Some doubt

Please explain.

(14) Would a student using this training station receive the wide variety of experiences needed for entry level into his/her occupational area?

☐ Yes ☐ No

Please explain.

(TO BE COMPLETED WHEN EMPLOYER IS BEING CONSIDERED AS POSSIBLE OCCUPATIONAL EXPERIENCE STATION.)

(O.E. #4
Mar 78)

APPENDIX D

STATE FAIR COMMUNITY COLLEGE
DIVISION OF VOCATIONAL EDUCATION

_____
(Department)

COOPERATIVE EMPLOYMENT AGREEMENT

In order to provide a basis of understanding, to encourage sound business relationships, and to promote worthwhile educational experiences, this gentlemen's agreement is hereby established between State Fair Community College and

_____ of _____
(cooperating employer) (cooperating employer's address)

regarding the employment of

_____ of _____
(student) (student's address)

for a period beginning _____, 19__ and continuing until the employer or student trainee terminates the employment agreement by notifying the other party and the school no less than two weeks prior to the effective date of the termination. This training period will partially fulfill the requirements for the student's graduation from State Fair Community College with an associate degree in applied science.

GENERAL PROVISIONS

This employment situation shall exist to implement school instruction through occupational experience designed to develop competencies deemed desirable for employment in a business enterprise.

A list of specific competencies for each job (understandings, abilities, and skills) to be learned by the student shall be worked out by the cooperating employer, the school representative, and advisory personnel.

The usual working hours shall be from _____.

Starting wages shall be _____ payable every _____.

Conditions for wage increases _____.

Insurance coverage _____.

Employment other than that stated as the usual working hours shall be strictly a matter between the cooperating employer and the student, as shall be the wages paid therefor.

Both the employer and student trainee shall realize that participation in supervised employment commits neither party to the other upon graduation of the trainee. The student trainee and the employer realize that the student will return to school at the end of the training period and that employment will not be available nor will the student be available for employment.

RESPONSIBILITIES OF THE STUDENT

The student shall conduct himself/herself in a manner that will reflect credit upon himself/herself and the school.

The student shall dress properly for work and conform to the rules and regulations of the training station.

When the student must miss work for any reason, he/she will inform his/her employer at the earliest time.

The student shall not ask the employer for "time off" to pursue his/her personal pleasures.

The student may not sever his connections with his/her employer without the knowledge of the school representatives.

Dishonesty on the part of the student will result in his/her immediate removal from the training station and from the vocational training program.

The student is expected to learn the skills and competencies connected with each activity of the business in which he/she is involved.

The student shall recognize that the employer expects profits from wages paid to all employees.

The student shall keep the employer's interests in mind at all times; be punctual, dependable, loyal, courteous, and considerate of the employer and other employees.

The student shall submit necessary reports to the school.

RESPONSIBILITIES OF THE EMPLOYER

The employer agrees to supervise the student and accept the responsibility of serving as an occupational experience trainer to the trainee.

The employer agrees to progressively plan work assignments so the student will move from routine assignments to more complicated responsibilities as needed job skills are learned.

The employer shall make progress evaluations of the student in terms of the working ability and competencies attained.

The employer shall inform the student of the work progress evaluation.

The employer shall expect the student to serve as a productive employee.

The employer shall pay the student wages agreed upon with a representative of the training school. The employer shall realize that the primary purpose of the training period is an educational experience and productive labor is secondary to this purpose.

The employer must meet social security, state and federal income tax, and workers' compensation requirements (or other suitable insurance).

The employer shall meet labor union requirements when applicable.

The employer agrees that the training station will have the physical plant, personnel, safety regulations, and occupational experience opportunities necessary to attain the objectives of the program.

The employer will not terminate the employment of the student without first consulting with the school representatives.

RESPONSIBILITIES OF THE SCHOOL

School representatives shall visit the training station at regular intervals for the purpose of coordination with school instruction and student supervision.

Classroom instruction will parallel as closely as possible the employment requirements and responsibilities.

School representatives shall show discretion as to the time and circumstances of visits, especially when work is pressing.

School representatives shall endeavor to adjust all complaints through the cooperation of all parties concerned.

The school may not remove the student without first notifying the employer in advance of the intent to do so and consulting with him/her of the reasons therefor.

The school shall reserve the right to withdraw or transfer the student any time an undesirable training situation becomes apparent.

School representatives will be available, upon request, to assist employers in obtaining information to upgrade present personnel or in locating trained personnel who would be available for full-time employment.

SIGNATURES

We, the undersigned, have read and understand this agreement and hereby signify our intent to abide by its provisions:

_____ (student)	_____ (cooperating employer)
_____ (school representative)	_____ (date)

(TO BE COMPLETED BEFORE OCCUPATIONAL EXPERIENCE TRAINING IS STARTED.)

APPENDIX E

EMPLOYMENT VERIFICATION CARD - This card is to be signed by the student and the employer and returned to the school. It is a means of notifying the school that the student has started occupational experience training on the agreed upon date. The card is mailed to the school to arrive soon after the beginning of the training period.

STATE FAIR COMMUNITY COLLEGE
Sedalia, MO

Occupational Experience Training Program

EMPLOYMENT VERIFICATION CARD

This is to inform you that I have begun my work at:

_____ _____
(Firm Name) (Address of Firm)

_____ As of _____
(Telephone Number of Firm) (Date)

My address and telephone number while on the occupational experience training program are:

_____ _____
(Address) (Telephone Number with Area Code)

My employer and I will be looking forward to the scheduled visits from the school's instructor-supervisor.

Signed _____
(Student)

(O.E. #5
Mar 78) _____
(Employer)

Mar 78)

PRELIMINARY REPORT FOR OCCUPATIONAL EXPERIENCE TRAINING DATE_____

Student's Name, Address, and Telephone No.	Occupational Objective	Name, Address, and Telephone No. of Training Station	Name of Trainer or Manager	Name of Instructor-Supervisor	Dates of Training		Salary	Other Agreements (Attach copy)
					Starting	Ending		
(TO BE SUBMITTED TO ADMINISTRATION 30 DAYS PRIOR TO BEGINNING OF TRAINING PERIOD.)								

APPENDIX G

INSTRUCTOR-SUPERVISOR VISITATION CARDS - These cards will be used to notify the employer and the student of the date and time for the visit made by the instructor-supervisor.

STATE FAIR COMMUNITY COLLEGE
Sedalia, MO

Occupational Experience Training Program

INSTRUCTOR-SUPERVISOR VISITATION CARDS

Dear _____:

I plan to visit you and your employer on _____(date)_____ at approximately _____(time)_____.

Please advise your employer of this date and time for this visit.

I would appreciate that your work for this day be arranged so that I can talk to you and your employer about your occupational experience training progress. If this date and time are not convenient, please call 816/826-7100.

Sincerely,

(O.E. #7
Mar 78)

Dear _____ :

I plan to visit you and your trainee on _____(date)_____ at approximately _____(time)_____.

Please advise your trainee of this date and time for this visit.

I would appreciate that work for this day be arranged so that I can talk to you and your trainee about his/her occupational experience training progress. If this date and time are not convenient, please call 816/826-7100.

Sincerely,

(O.E. #8
Mar 78)

(O.E. #9
Mar 78)

APPENDIX H

STUDENT EVALUATION FORM

Supervised Occupational Experience Employment
Personal Characteristics

Training Station _____ Trainee _____

TO THE INSTRUCTOR-SUPERVISOR: This rating form and the competency proficiency form are used to determine the student's grade for the current training period. Please appraise the student on the following qualities in relation to the performance of your regular employees who perform the same functions. The two forms should be completed while in conference with the instructor-supervisor. These forms should be completed at the middle of the training period and again at the end of the training period.

WAS THE STUDENT PUNCTUAL AND REGULAR IN ATTENDANCE?
- ( ) Yes
- ( ) No

IS THE STUDENT CONTINUING TO MAKE PROGRESS?
- ( ) Yes
- ( ) No

QUANTITY OF WORK
- ( ) Has unusually high efficiency
- ( ) Usually does more than expected
- ( ) Turns out required amount
- ( ) Turns out below required amount

QUALITY OF WORK
- ( ) Consistently does excellent work
- ( ) Usually does good work
- ( ) Usually does passable work
- ( ) Does inferior work

INITIATIVE
- ( ) Looks for work to do
- ( ) Needs little supervision
- ( ) Needs normal supervision
- ( ) Needs much supervision

ATTITUDE TOWARD WORK
- ( ) Is enthusiastic and aggressive
- ( ) Has above-average interest
- ( ) Has normal interest level
- ( ) Is indifferent

MANAGEMENT POTENTIAL
- ( ) Demonstrates definite promise
- ( ) Demonstrates some promise
- ( ) Demonstrates little promise

DEPENDABILITY
- ( ) Does what you want when you want it
- ( ) Needs little follow-up
- ( ) Needs occasional follow-up
- ( ) Requires frequent follow-up

ADAPTABILITY
- ( ) Quickly meets changed conditions
- ( ) Adjusts to new conditions given time
- ( ) Is a routine worker
- ( ) Is unable to adjust to change

ABILITY TO FOLLOW DIRECTIONS AND TO ACCEPT CRITICISM AND GUIDANCE
- ( ) Solicits constructive criticism and follows directions carefully
- ( ) Appreciates advice and guidance
- ( ) Follows directions and accepts guidance
- ( ) Resents directions and guidance

JUDGMENT AND COMMON SENSE
- ( ) Has exceptional judgment
- ( ) Has above-average judgment
- ( ) Usually thinks clearly
- ( ) Is unsound and illogical

ATTITUDE TOWARD OTHER EMPLOYEES
- ( ) Is outstanding in cooperation and teamwork
- ( ) Promotes cooperation
- ( ) Cooperates
- ( ) Is antagonistic

GENERAL COMMENTS:

Instructor-Supervisor _____ Date _____

General Rating of Student:
☐ Excellent ☐ Superior ☐ Average ☐ Needs Improvement ☐ Unsatisfactory

(O.E. #10
Mar 78)

APPENDIX I

STUDENT WEEKLY REPORT

Student's Name	Employment Address	Telephone No.
	Residence	Telephone No.

From Monday _____ (date) Through Saturday _____ (date) Total Hours Worked _____

	JOB DONE - TRAINING ACCOMPLISHED (refer to training plan)
MONDAY Hours Worked _____ _____ Student Trainer	
TUESDAY Hours Worked _____ _____ Student Trainer	
WEDNESDAY Hours Worked _____ _____ Student Trainer	
THURSDAY Hours Worked _____ _____ Student Trainer	
FRIDAY Hours Worked _____ _____ Student Trainer	
SATURDAY Hours Worked _____ _____ Student Trainer	

(O.E. #11
Mar 78)

APPENDIX J

INSTRUCTOR-SUPERVISOR EVALUATION OF TRAINING STATION

1. Instructor-Supervisor's Name _____ Date _____

2. Training Station: Name _____

   Address _____

   Telephone Number _____

   Student Trainer _____

3. In relation to the student's expressed career objective, the training was:

   ☐ Excellent ☐ Superior ☐ Average ☐ Needs improvement ☐ Unsatisfactory

4. Attitude of student trainer was:

   ☐ Excellent ☐ Superior ☐ Average ☐ Needs improvement ☐ Unsatisfactory

5. Supervision exercised by student trainer was:

   ☐ Excellent ☐ Superior ☐ Average ☐ Needs improvement ☐ Unsatisfactory

6. Was student rotated to various jobs when skills and competencies were mastered?

   ☐ Yes ☐ Sometimes ☐ Not rotated on time ☐ Stayed at one or few jobs

7. Student learning experience was:

   ☐ Excellent ☐ Superior ☐ Average ☐ Needs improvement ☐ Unsatisfactory

8. General comments concerning strengths and weaknesses of training station and recommendations for use in the future.

9. Comments concerning permanent employment possibilities with the firm or other firms in the area.

(TO BE COMPLETED AT END OF TRAINING PERIOD. THIS CAN BE USED TO EVALUATE THE TRAINING STATION AFTER EACH VISIT.)

(O.E. #12
Mar 78)

APPENDIX K

INSTRUCTOR-SUPERVISOR REPORT

Date _____

1. Student's Name _____
2. O.E. Address _____
   _____
3. Telephone _____
4. Company Name _____
5. Address _____
6. Telephone _____
7. Trainer's Name _____

8. Conferences were held with:

- ☐ Management
- ☐ Student alone
- ☐ Student trainer alone
- ☐ Student and student trainer together
- ☐ Management, student, and student trainer together
- ☐ Other (please explain)

9. Progress of student ☐ was ☐ was not discussed in joint conference. (If progress evaluation was done, attach copy to this sheet.)

10. List and describe problems (if any) being encountered by student.

11. List and describe problems (if any) being encountered by business in offering occupational experience.

12. Notations of interest to school, students, and staff.

13. Possible job opening information.

14. Recommendations (if any) as a result of this supervisory visit.

15. Overall student progress:
☐ Excellent ☐ Superior ☐ Average ☐ Needs improvement ☐ Unsatisfactory

_____
Instructor-Supervisor

(TO BE COMPLETED AT COMPLETION OF EACH SUPERVISORY MEETING AND SUBMITTED TO DEPARTMENT CHAIRPERSON.)

(O.E. #13
Mar 78)

APPENDIX L

STUDENT EVALUATION OF TRAINING STATION

1. Instructor-Supervisor's Name _____ Date _____

2. Training Station: Name _____

   Address _____

   Telephone Number _____

   Student Trainer _____

3. In relation to my expressed career objective, the training was:

   ☐ Excellent ☐ Superior ☐ Average ☐ Needs improvement ☐ Unsatisfactory

4. Attitude of student trainer was:

   ☐ Excellent ☐ Superior ☐ Average ☐ Needs improvement ☐ Unsatisfactory

5. Supervision exercised by student trainer was:

   ☐ Excellent ☐ Superior ☐ Average ☐ Needs improvement ☐ Unsatisfactory

6. I was rotated to various jobs when skills and competencies were mastered:

   ☐ Yes ☐ Sometimes ☐ Not rotated on time ☐ Stayed at one or few jobs

7. My learning experience was:

   ☐ Excellent ☐ Superior ☐ Average ☐ Needs improvement ☐ Unsatisfactory

8. General comments concerning strengths and weaknesses of training station and recommendations for use in the future.

9. Comments concerning permanent employment possibilities with this firm or other firms in the area.

(TO BE COMPLETED AT COMPLETION OF TRAINING PERIOD.)

(O.E. #14
Mar 78)

FINAL REPORT FOR OCCUPATIONAL EXPERIENCE TRAINING

DATE _____

Student's Name, Address, and Telephone No.	Occupational Objective	Name, Address, and Telephone No. of Training Station	Name of Trainer or Manager	Name of Instructor-Supervisor	Dates of Training		Total Salary Rec.	Rating of T.S.			Rating of Trng. Program		
					Starting	Ending		Ex.	Good	Poor	Ex.	Good	Poor
(TO BE SUBMITTED TO ADMINISTRATION 30 DAYS AFTER COMPLETION OF TRAINING PERIOD.)													

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APPENDIX M

(O.E. #15
Mar 78)

APPENDIX N

EMPLOYER EVALUATION OF INSTRUCTOR-SUPERVISOR

(Confidential)
Do Not Sign This Report

Date _____

1. Name of Training Station _____
2. Address _____
3. Name of Student in Training _____
4. Name of Instructor-Supervisor _____

---

5. ☐ Number of supervisory visits
6. Dates of supervisory visits:

   _____ _____ _____ _____ _____

7. Average length of time instructor-supervisor used at each supervisory visit:

   _____
   (hour)

8. ☐ Yes ☐ No Were visits scheduled in advance?
9. ☐ Yes ☐ No Did instructor-supervisor arrange joint conference--student-business staff?
10. ☐ Yes ☐ No Was instructor-supervisor helpful in solving student problems?
11. ☐ Yes ☐ No Was instructor-supervisor helpful to students in learning personal and occupational competencies?
12. ☐ Yes ☐ No Was instructor-supervisor helpful to business in solving problems concerned with occupational experience?
13. ☐ Yes ☐ No Was instructor-supervisor knowledgeable, or did he/she become knowledgeable, of the business and job(s) for which the trainee was training?
14. ☐ Yes ☐ No Did instructor-supervisor help trainee become more proficient in competencies and skills that needed to be learned?
15. General comments. Please make some candid comments concerning the instructor-supervisor.

(AFTER COMPLETION OF THE TRAINING PROGRAM, THIS FORM IS TO BE MAILED BY ADMINISTRATION TO THE OCCUPATIONAL EXPERIENCE TRAINING EMPLOYER.)

(O.E. #16
Mar 78)

APPENDIX O

STUDENT EVALUATION OF INSTRUCTOR-SUPERVISOR

(Confidential)
Do Not Sign This Report

Date _____

1. Name of Training Station _____
2. Address _____
3. Name of Instructor-Supervisor _____

---

4. ☐ Number of supervisory visits
5. Dates of supervisory visits:

   _____ _____ _____ _____ _____

6. ☐ Yes ☐ No Were visits scheduled in advance?
7. ☐ Yes ☐ No Did instructor-supervisor arrange joint conference with me and business staff?
8. ☐ Yes ☐ No Was instructor-supervisor helpful in solving my training problems and concerns?
9. ☐ Yes ☐ No Was instructor-supervisor helpful to me in learning personal and occupational competencies that could be learned while on occupational experience?
10. ☐ Yes ☐ No Did instructor-supervisor seem helpful to businesses in solving problems concerned with occupational experience?
11. ☐ Yes ☐ No Was instructor-supervisor knowledgeable, or did he/she become knowledgeable, of the business and job(s) for which I was being trained?
12. ☐ Yes ☐ No Did the instructor-supervisor help me become more proficient in the competencies and skills that needed to be learned?
13. General comments. Please make some candid comments concerning the instructor-supervisor.

(UPON COMPLETION OF OCCUPATIONAL EXPERIENCE TRAINING, THIS FORM IS TO BE COMPLETED BY THE STUDENT AND RETURNED TO ADMINISTRATION.)

PART TWO

MODEL OCCUPATIONAL EXPERIENCE TRAINING PLANS

INTRODUCTION

The purpose of developing occupational experience training plans was to provide models that could be adapted or individualized to assist in improving the quality of secondary and post-secondary occupational experience in the various occupational areas. In this endeavor, an attempt was made to develop model training plans that could be used as guides in developing a list of activities which the student would perform at the training station.

Individualized training plans that are properly used should contribute toward improving occupational experience programs in the following ways:

1. Students who are enrolled in such programs will be knowledgeable of the types of skills or kinds of competencies that should be learned while engaged in the occupational experience phases of their educational programs

2. Employers who are participating in such programs and providing training will be knowledgeable as to the skills and competencies that should be taught to students involved in occupational experience programs

3. Instructor-supervisors who will be coordinating and supervising the occupational experience programs will be knowledgeable as to the skills and competencies that business and industry have indicated are important for individuals to become successful in the occupational areas of their choice

4. Training plans may be used by persons involved with the evaluations of the progress of students involved in occupational experience

5. The evaluations recorded on the individualized training plan may be used when recommending a student to a prospective employer

When implemented with a management plan, an occupational experience training plan can contribute toward improving the effectiveness of both secondary and post-secondary vocational education.

The purpose of this project has been to develop training plans that can be used as models by the instructor-supervisor, in cooperation with the employer and the student, in developing an individualized training plan that will provide the occupational experiences needed by a student to reach his/her occupational objective.

METHODS AND PROCEDURES

A project advisory committee (pp. iv-v) was selected to advise the project director and the curriculum specialists in the overall operational methods and procedures, training plan formats, and content of the training plans. This select committee consisted of representatives of agribusiness, agrimechanics, production agriculture, and other occupational areas, the Missouri Department of Elementary and Secondary Education, and the Practical Arts Vocational-Technical Education Department of the University of Missouri-Columbia. This committee assisted in the selection of the occupational areas for which training plans would be developed. In this selection, reference was made to the placement summaries of the Statewide Agri-Business Job Placement, State Fair Community College, Sedalia, Missouri, and to recent employment trends. The occupational areas that were selected are as follows:

<u>Agribusiness</u>	Alfalfa Dehydration Plant Operator Bulk Fertilizer Plant Employee Bulk Fertilizer Plant Management Trainee Feed Processing Mill Employee General Farm Supply and Elevator Employee General Farm Supply and Elevator Management Trainee Grain Elevator Employee Seed Plant Employee
<u>Agrimechanics</u>	Partsperson in Farm Machinery Dealership Setup Mechanic - Farm and Industrial Tractor Mechanic

Production Agriculture	Beef Producer Crop Producer Diversified Farm Employee Swine Producer
Health Occupations	Nurse Aide Respiratory Therapy Technician
Business and Office	Clerk Typist Medical Office Assistant Secretary
Trade and Industrial	General Auto Mechanic

DEVELOPMENT OF INITIAL TRAINING PLANS

Businesses and industries were selected, in cooperation with the project advisory committee, that would assist in identifying the job skills and competencies that are important for successful entry-level employment in each of the occupational areas selected. The curriculum specialist developed the first draft of each training plan in the following manner:

1. A search was made of published material to help determine the skills and competencies needed for entry-level employment for particular jobs in an occupational area. Reference was made to the National Ag Occupations Competency Study and to the competency studies in agricultural chemicals, agricultural mechanics, agribusiness sales, farm management, and grains, seeds, feeds, fertilizers, and farm supply businesses made at State Fair Community College. All of these studies focused on the development of competencies in the agricultural occupations that would be needed for entry-level employment in the industry.

2. A meeting was held between two or more representatives of business firms and the curriculum specialist to identify the job skills and competencies that would be included in each training plan.

3. Each training plan was then examined by a subcommittee of the project advisory committee for further refinement before the plan was submitted to concerned firms for verification.

VERIFICATION OF TRAINING PLANS

Revised drafts of the training plans were hand carried by the curriculum specialists to five major industries that could be expected to hire individuals trained for the job titles. While in conference with the curriculum specialist, a representative(s) from each firm rated each skill and competency as follows:

1 - Essential
2 - Very Important
3 - Important
4 - Some Importance
5 - No Importance

These results were tabulated, and each skill and competency with a rating above "3" was eliminated from the training plan. Revised copies of the training plans were then mailed to ten selected firms with similar business activities for further verification by the same numerical scale. All of the skills and competencies verified by these firms received ratings below "3," indicating they were to be included in the training plans.

PURPOSE OF TRAINING PLANS

The primary purpose of the student's training plan is to serve as a guide to the progress he/she may be making while employed at the training station. A training plan should be referred to frequently to ensure that the activities agreed upon at the initiation of the occupational experience training are being adhered to by all parties involved. The student, employer, and the instructor-supervisor should have copies of the individualized training plan.

Provisions are made on each training plan to evaluate the degree of proficiency that was mastered by the student. The training plan should be used to evaluate the student at the end of the training period. In some cases, it may be used to evaluate the student's progress during the training period.

The training plan, which includes the evaluation of the skills and competencies mastered by the student, should become a matter of record in the individual's file. The student should be able to assess this record as it could provide information to potential employers about the overall achievement as well as the skills mastered by the student.

The training plan is of vital importance to the instructor-supervisor and is the link that connects the student, employer, and school. The instructor-supervisor can develop the classroom curriculum to relate to future activities of the student at the training station. This related instruction should assist in moving the student through the skills more rapidly and with greater understanding.

The instructor-supervisor has the responsibility of coordinating the development, implementation, and use of the supervised occupational experience training plan. Use of the training plan is emphasized at this point because, although much effort is often consumed in developing a training plan, far too often adequate follow-up is not given by the instructor-supervisor to ensure that this guide is utilized.

The employer should be cognizant of the purpose of occupational experience and the training plan. More skills should not be listed than the student can reasonably expect to accomplish in the training period. It may be advantageous to develop the training plan in modules and proceed through these modules at the appropriate rate for the student. Timely revisions of the training plan may be deemed desirable by the instructor-supervisor in order to keep the student challenged, but not overwhelmed, by the task presented.

In summation, a training plan should be used as a guide to the student, instructor-supervisor, and employer in providing organized occupational experience. The training plan can be used as an evaluation instrument to record the

skills and competencies mastered by the student. It should become a part of the permanent student file and can be used in recommending a student for employment.

DEVELOPING AN INDIVIDUALIZED TRAINING PLAN

The model training plans should be used to develop an individualized training plan for a student involved in a specific training program at a selected training station. The individualized training plan should be developed before the student begins occupational experience training.

Some of the skills and competencies listed in the model training plans may need to be modified or eliminated. The instructor-supervisor and the employer should examine each skill or competency listed in the model training plan to determine if it can be learned at the training station and if this skill or competency is needed by the student to obtain his/her occupational objective. The student may already be proficient in some of the listed skills and competencies. These need not be included in the individualized training plan.

The training plan may need modifications as the training progresses. Some students may have opportunities to perform additional duties that will be of value in reaching their occupational objectives.

OCCUPATIONAL EXPERIENCE TRAINING PLANS

FOR

AGRIBUSINESS

Developed by:

Dr. John L. Sanders
Curriculum Specialist

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
ALFALFA DEHYDRATION PLANT OPERATOR

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
FIRST AID						
Knows emergency telephone numbers						
Uses and knows location of proper first aid equipment						
Takes cardiopulmonary resuscitation training						
PREVENTION OF FIRE AND DUST EXPLOSIONS						
Uses according to policy the electric arc and oxyacetylene welders						
Prevents excessive friction created by belts and bearings						
Demonstrates electrical safety as follows: Proper electrical connections including groundings						
Bonding of ground for fuel transfer						
SAFETY PROCEDURES WITH TRUCK HOIST AND MANLIFT						
Inspects cables and cable clamps						
Inspects brakes, clutches, and gear boxes						
Operates and uses controls						
Demonstrates rules of safe operation						
PERSONAL SAFETY						
Maintains clean work areas						
Climbs ladders properly						
Maintains hard hat areas						
Avoids electrical shocks						
Maintains guards in position and in good condition						
Prepares for various climatic conditions						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Demonstrates procedures in an emergency situation						
Knows safety regulations (OSHA, EPA, FDA)						
PREVENTIVE MAINTENANCE						
Demonstrates use of the preventive maintenance checklist provided for each item of machinery as follows: Boilers						
Feeders						
Dryers						
Pelleters						
Handling systems						
Performs closing time inspection						
MILL OPERATION						
Demonstrates the operation of all equipment in accordance with the operator's manual to include the following: Flow start						
Grinding						
Pelleting						
Cooling						
Conveying						
Understands the theory of drying						
Knows how to operate equipment without polluting						
Knows how to read the opacity of the stacks						
Demonstrates knowledge of field management of wilted hay						
TRUCK DRIVING						
Maintains adequate flow of alfalfa to the mill						
Demonstrates proper safety procedures and maintenance schedules						
HARVESTER OPERATOR						
Maintains an adequate supply of chopped alfalfa at the field						
Demonstrates machine operation in a safe and practical manner						
Demonstrates preventive maintenance						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
MAINTENANCE SUPERVISOR						
Monitors safety program						
Supervises preventive maintenance program						
Assists manager on major projects						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
BULK FERTILIZER PLANT EMPLOYEE

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
FIRST AID						
Knows emergency telephone numbers						
Uses and knows location of proper first aid equipment						
Takes cardiopulmonary resuscitation training						
PREVENTION OF FIRE AND DUST EXPLOSIONS						
Maintains proper housekeeping including oil and grease						
Uses according to policy the electric arc and oxyacetylene welders						
Prevents excessive friction created by belts and bearings						
Prevents electrical sparks						
PERSONAL SAFETY						
Maintains clean work areas						
Climbs ladders properly						
Maintains hard hat areas						
Avoids electrical shocks						
Prepares for various climatic conditions						
Demonstrates procedures in an emergency situation						
Knows safety regulations (OSHA, EPA, FDA)						
CLERICAL						
Prepares scale tickets						
Completes sales tickets						
Maintains patron purchase records						
Prepares fertilizer mixing tickets						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
PLANT SCIENCE - GENERAL						
Gathers field data for soil test sheet						
Collects proper soil sample						
Interprets a computerized soil test report						
Recommends a fertility planning program						
Formulates fertilizer to specification						
Suggests alternative plans for fertilizer application						
Formulates herbicide-pesticide-fertilizer mixtures						
PLANT SCIENCE - AGRICULTURAL CHEMICALS						
Recommends proper time to use chemicals (weeds, crops, insects)						
Times chemical applications to avoid residue problems						
Interprets and follows directions of chemical labels						
Computes amounts of active ingredients of chemicals to be used						
Recommends insecticides and/or pesticides						
Names sources of information regarding laws and regulations governing the use of agricultural chemicals						
Secures the appropriate applicator's license						
FERTILIZER PLANT FACILITY AND EQUIPMENT						
Demonstrates maintenance of the following plant equipment:						
Belts and motors						
Bearings						
Mixers						
Pumps and meters						
Hoses						
Valves						
Gauges (sight and pressure)						
Scales						
Blenders						
Augers and conveyors						
Payloaders						
Storage areas						
Spreaders						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Demonstrates proper operation of the following:						
Fertilizer blend mixers						
Fertilizer conveyors						
Fertilizer legs						
Liquid pumps and meters						
Fertilizer spreaders						
Maintains and/or operates the following NH_3 equipment, trailers, and fertilizer spreaders:						
Wheel bearings						
Fifth wheel pins and chassis						
Pressure relief valves						
Shutoff valves						
Hoses						
Water bags						
Decals, paint, and SMV signs						
NH_3 flow meters						
Applicator hoses						
Nozzles and spray rates						
Circulating pumps						
Chain and belt drives						
NH_3 pumps						
NH_3 tanks						
Unloads railcar or truck of fertilizer as follows:						
Product identification with bill of lading and visual inspection						
Proper conveyance from car to proper storage						
Inventory management and inventory control						
PROPER TECHNIQUES FOR FARM DELIVERIES						
Delivers according to office instructions						
Delivers at the proper time						
Sets equipment for proper spread						
Marks beginning and end of spread distinctly						
Consults customer for special instructions						
Keeps customer informed of progress of spreading						
Closes all closed gates						
Is helpful to customer						
Is cheerful and courteous						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
BULK FERTILIZER PLANT MANAGEMENT TRAINEE

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
FIRST AID						
Knows emergency telephone numbers						
Uses and knows location of proper first aid equipment						
Takes cardiopulmonary resuscitation training						
PREVENTION OF FIRE AND DUST EXPLOSIONS						
Maintains proper housekeeping including oil and grease						
Uses according to policy the electric arc and oxyacetylene welders						
Prevents excessive friction created by belts and bearings						
Prevents electrical sparks						
PERSONAL SAFETY						
Maintains clean work areas						
Climbs ladders properly						
Maintains hard hat areas						
Avoids electrical shocks						
Prepares for various climatic conditions						
Demonstrates procedures in an emergency situation						
Knows safety regulations (OSHA, EPA, FDA)						
PLANT SCIENCE - FERTILIZER						
Gathers field data for soil test sheet						
Collects proper soil sample						
Interprets a computerized soil test report						
Recommends a fertility planning program						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Formulates fertilizer to specification						
Formulates herbicide-pesticide-fertilizer mixtures						
Assists with planning alternative measures of fertilizer application						
Substitutes fertilizer ingredients according to economic and agronomic conditions						
Recommends accepted crop management practices to improve quantity and quality of crop produced						
Recommends agencies which may assist in soil and water management planning (SCS, Extension Service, ASCS)						
PLANT SCIENCE - AGRICULTURAL CHEMICALS						
Recommends proper time to use chemicals (weeds, crops, insects)						
Times chemical applications to avoid residue problems						
Interprets and follows directions of chemical labels						
Computes amounts of active ingredients of chemicals to be used						
Recommends insecticides and/or pesticides						
Names sources of information regarding laws and regulations governing the use of agricultural chemicals						
Secures the appropriate applicator's license						
FERTILIZER PLANT FACILITY AND EQUIPMENT						
Demonstrates maintenance of the following plant equipment: Belts and motors						
Bearings						
Mixers						
Pumps and meters						
Hoses						
Valves						
Gauges (sight and pressure)						
Scales						
Blenders						
Augers and conveyors						
Payloaders						
Storage areas						
Spreaders						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
Demonstrates proper operation of the following: Fertilizer blend mixers						
Fertilizer conveyors						
Fertilizer legs						
Liquid pumps and meters						
Fertilizer spreaders						
Maintains and/or operates the following NH_3 equipment, trailers, and fertilizer spreaders: Wheel bearings						
Fifth wheel pins and chassis						
Pressure relief valves						
Shutoff valves						
Hoses						
Water bags						
Decals, paint, and SMV signs						
NH_3 flow meters						
Applicator hoses						
Nozzles and spray rates						
Circulating pumps						
Chain and belt drives						
NH_3 pumps						
NH_3 tanks						
Calibrates application rates						
Blends formulas and prescriptions						
Drives applicator vehicles						
Checks fertilizer application rates						
Identifies pesticides and/or insecticides and proper uses						
Unloads railcar or truck of fertilizer						
Measures fertilizer inventory						
GENERAL MANAGEMENT						
Understands state and federal laws regarding fertilizer business						
Understands the legal responsibilities of a business serving the public						
Develops objectives for the business that can be used by management to promote business growth						
Explains and uses contracts and other legal instruments needed in the business operation						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
FINANCIAL MANAGEMENT - ANALYSIS AND ASSESSMENT						
Prepares a financial statement for the business using a cash flow projection						
Interprets a financial statement for the business						
Understands the sources of capital for each type of business						
Estimates customer wants and needs from past records						
Computes costs and returns in determining the use of agricultural chemicals						
FINANCIAL MANAGEMENT - CREDIT						
Develops a sound credit policy for a fertilizer business						
Computes the cost of granting credit						
Identifies and recommends sources of credit available in the community						
FINANCIAL MANAGEMENT - PRICING AND PROFITS						
Understands the role of prices in the market-place						
Computes margins						
Computes markups						
Explains the relationship of markup to margin						
Understands how each type of business organization divides its profits or losses						
Understands the importance and the function of business profits						
MERCHANDISING						
Quotes fertilizer cost-benefits						
Closes a sale						
Demonstrates the techniques for successful farm and ranch calls						
Demonstrates the steps of successful selling						
Demonstrates the uses of different types of sales techniques (telephone, face to face)						
Develops a monthly advertising calendar						
Develops displays						
Develops newspaper, radio, and television advertising						
Maintains an effective system of inventory control						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
PROPER TECHNIQUES FOR FARM DELIVERIES						
Delivers according to office instructions						
Delivers at the proper time						
Sets equipment for proper spread						
Marks beginning and end of spread distinctly						
Consults customer for special instructions						
Keeps customer informed of progress of spreading						
Closes all closed gates						
Is helpful to customer						
Is cheerful and courteous						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

OCCUPATIONAL EXPERIENCE TRAINING PLAN

for

FEED PROCESSING MILL EMPLOYEE

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation					Comments
	1	2	3	4	5	
FIRST AID						
Knows emergency telephone numbers						
Uses and knows location of proper first aid equipment						
Takes cardiopulmonary resuscitation training						
PREVENTION OF FIRE AND DUST EXPLOSIONS						
Maintains proper housekeeping including oil and grease						
Prevents excessive friction created by belts and bearings						
Maintains proper electrical connections including groundings						
Avoids jogging of plugged elevator leg						
Removes scrap metal from cleaning magnet						
SAFETY PROCEDURES WITH TRUCK HOIST AND MANLIFT						
Inspects cables and cable clamps						
Inspects brakes, clutches, and gear boxes						
Inspects counterbalance weights						
Operates and uses controls						
Demonstrates rules of safe operation						
PERSONAL SAFETY						
Maintains clean work areas						
Climbs ladders properly						
Maintains hard hat areas						
Avoids electrical shocks						
Prepares for various climatic conditions						
Demonstrates procedures in an emergency situation						
Knows safety regulations (OSHA, EPA, FDA)						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
CLERICAL						
Records all drugs used in feeds						
Writes sales tickets						
Prepares scale tickets						
Records all deliveries						
Records customer comments regarding products						
MILL PRODUCTS AND PROCESSES						
Recognizes the quality of feed products by sight, touch, smell, and consistency						
Formulates feed as prescribed						
MILL OPERATION						
Demonstrates knowledge of mill flow						
Demonstrates use of unloading equipment to include the following:						
Conveyors						
Augers						
Elevators						
Skip loaders						
Trucks						
Demonstrates proper operation of the following:						
Wheel and ribbon mixers						
Pellet mills/extruders						
Roller mills						
Mill legs						
Grinders						
Screw conveyors						
Scale weights						
Recognizes proper operation of equipment to produce quality feed						
Operates bagging machines properly						
Operates automatic palletizer properly						
Ships and/or delivers feed properly						
PREVENTIVE MAINTENANCE						
Performs preventive maintenance according to operator's manual to include the following:						
Belt and chain drives						
Mill legs						
Screw conveyors						
Bearings and motors						
Rollers and screens						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

OCCUPATIONAL EXPERIENCE TRAINING PLAN Page 1 of 5

for

GENERAL FARM SUPPLY AND ELEVATOR EMPLOYEE

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
FIRST AID						
Knows emergency telephone numbers						
Uses and knows location of proper first aid equipment						
Takes cardiopulmonary resuscitation training						
PREVENTION OF FIRE AND DUST EXPLOSIONS						
Maintains proper housekeeping						
Uses according to policy the electric arc and oxyacetylene welders						
Prevents excessive friction created by belts and bearings						
Prevents electrical sparks						
Avoids jogging of plugged elevator leg						
Removes scrap metal from cleaning magnet						
SAFETY PROCEDURES WITH TRUCK HOIST AND MANLIFT						
Inspects cables and cable clamps						
Inspects brakes, clutches, and gear boxes						
Operates and uses controls						
Demonstrates rules of safe operation						
PERSONAL SAFETY						
Maintains clean work areas						
Climbs ladders properly						
Maintains hard hat areas						
Avoids electrical shocks						
Prepares for various climatic conditions						
Demonstrates procedures in an emergency situation						
Knows safety regulations (OSHA, EPA, FDA)						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
CLERICAL						
Prepares scale tickets						
Completes sales tickets						
Prepares bills of lading						
ANIMAL SCIENCE						
Formulates feeds according to instructions using proper milling equipment						
Identifies common feeds and feeding ingredients						
Selects proper form (pelleted, rolled, ground) in which feeds should be prepared						
PLANT SCIENCE						
Demonstrates timely identification of various types of grain damage (odors, insects)						
Identifies materials that might contaminate grain.						
Identifies sources of grain contamination and takes corrective action						
Treats grain properly and safely for insect control						
Gathers field data for soil test sheet						
Interprets a computerized soil test report						
Recommends a fertility planning program						
Formulates fertilizer to specification						
Formulates herbicide-pesticide-fertilizer mixtures						
FERTILIZER PLANT FACILITY AND EQUIPMENT						
Demonstrates maintenance of the following plant equipment: Belts and motors						
Bearings						
Mixers						
Pumps and meters						
Hoses						
Valves						
Gauges (sight and pressure)						
Scales						
Blenders						
Augers and conveyors						
Payloaders						
Storage areas						
Spreaders						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Demonstrates proper operation of the following:						
Fertilizer blend mixers						
Fertilizer conveyors						
Fertilizer legs						
Liquid pumps and meters						
Fertilizer spreaders						
Maintains and/or operates the following NH_3 equipment, trailers, and fertilizer spreaders:						
Wheel bearings						
Fifth wheel pins and chassis						
Pressure relief valves						
Shutoff valves						
Hoses						
Water bags						
Decals, paint, and SMV signs						
NH_3 flow meters						
Applicator hoses						
Nozzles and spray rates						
Circulating pumps						
Chain and belt drives						
AGRICULTURAL MECHANICS						
Demonstrates knowledge and use of scales						
Weighs grain as it arrives at scales						
Operates seed-treating and seed-cleaning equipment						
Operates and adjusts equipment used in a grain, feed, seed, and fertilizer facility						
Secures feed and grain sample properly						
Demonstrates effective uses of sampling equipment, moisture testers, screens, and grain dividers						
Operates and reads devices for detecting heating of grain in storage						
Secures a representative sample of grain from a truck or car						
Calibrates spreading equipment to apply specific amounts of fertilizer or chemicals						
WAREHOUSE MANAGEMENT						
Maintains integrity of grains						
Maintains integrity of fertilizers						
Maintains integrity of drugs (drug in-out chart)						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
Maintains rodent control						
Demonstrates efficient use of loading and unloading equipment						
Maintains proper inventory levels						
Uses aeration, drying, and turning techniques to preserve grain quality						
Loads cars or trucks with grain for shipment						
MILL OPERATION						
Maintains ingredient identification						
Operates mill equipment properly						
Handles and conditions ingredients properly						
Processes feed according to registration requirements						
Handles physically bagged product properly						
Loads product out according to regulatory requirements						
AGRICULTURAL BUSINESS MANAGEMENT						
Understands state and federal laws regarding grain, feed, seed, and fertilizer business						
Understands the legal responsibilities of a business serving the public						
PROPER TECHNIQUES FOR FARM DELIVERIES						
Delivers according to office instructions						
Delivers at the proper time						
Sets equipment for proper spread						
Marks beginning and end of spread distinctly						
Consults customer for special instructions						
Keeps customer informed of progress of spreading						
Closes all closed gates						
Is helpful to customer						
Is cheerful and courteous						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
GENERAL FARM SUPPLY AND ELEVATOR MANAGEMENT TRAINEE

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
FIRST AID						
Knows emergency telephone numbers						
Uses and knows location of proper first aid equipment						
Takes cardiopulmonary resuscitation training						
PREVENTION OF FIRE AND DUST EXPLOSIONS						
Maintains proper housekeeping						
Uses according to policy the electric arc and oxyacetylene welders						
Prevents excessive friction created by belts and bearings						
Prevents electrical sparks						
Avoids jogging of plugged elevator leg						
Removes scrap metal from cleaning magnet						
SAFETY PROCEDURES WITH TRUCK HOIST AND MANLIFT						
Inspects cables and cable clamps						
Inspects brakes, clutches, and gear boxes						
Operates and uses controls						
Demonstrates rules of safe operation						
PERSONAL SAFETY						
Maintains clean work areas						
Climbs ladders properly						
Maintains hard hat areas						
Avoids electrical shocks						
Prepares for various climatic conditions						
Demonstrates procedures in an emergency situation						
Knows safety regulations (OSHA, EPA, FDA)						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
CLERICAL						
Prepares warehouse receipts						
Prepares scale tickets						
Completes sales tickets						
Prepares bills of lading						
ANIMAL SCIENCE						
Evaluates livestock quality and condition						
Recommends feeding programs which will maximize profits by the following:						
Balancing rations						
Using proper additives and complying within FDA standards						
Balancing economically grains grown on the farm						
Reading and explaining the meaning of the ingredients listed on a feed tag						
Developing feeding programs utilizing feeds available in the area						
Substituting various feed ingredients in balancing rations						
Computing feed required per pound of gain						
Classifying feeds in terms of nutrients and energy value						
Selecting proper form (pelleted, rolled, ground) for various classes, ages, and conditions of livestock						
Determining the quality of hay and silage in terms of feeding value						
Identifies symptoms in animals and poultry suffering from deficiencies of essential nutritive elements in feeding rations						
PLANT SCIENCE						
Computes weight loss incurred in drying grain						
Computes cost of drying grain.						
Recommends accepted crop management practices to improve volume of grain produced						
Recommends a fertility planning program						
Determines relative amounts of different kinds and types of fertilizer to be applied per acre						
Formulates fertilizer to specification						
Assists with planning alternative measures of fertilizer applications						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
Substitutes fertilizer ingredients according to economic and agronomic conditions						
Formulates herbicide-pesticide-fertilizer mixtures						
PLANT SCIENCE - HAZARDS						
Identifies various types of grain damage						
Identifies materials that might contaminate grain because of odors						
Identifies sources of grain contamination and recommends complete programs of grain sanitation						
Treats grain properly and safely for insect control						
Recommends weed control programs						
Identifies weeds and weed seeds commonly found in crops grown locally						
Identifies and classifies insect damage						
Identifies seed-borne diseases						
PLANT SCIENCE - AGRICULTURAL CHEMICALS						
Recommends proper time to use chemicals (weeds, crops, insects)						
Times chemical applications to avoid residue problems						
Interprets and follows directions of chemical labels						
Computes amounts of active ingredients of chemicals to be used						
Recommends insecticides and/or pesticides						
Names sources of information regarding laws and regulations governing the use of agricultural chemicals						
Secures the appropriate applicator's license						
PLANT OPERATION						
Selects proper equipment to combat fire						
Recommends crop varieties that will maximize returns in terms of yield and market acceptance						
Knows the kinds of equipment commonly needed in a grain, feed, seed, and fertilizer facility						
Weighs grain as it arrives at the elevator						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Operates seed-treating and seed-cleaning equipment						
Operates and adjusts equipment commonly used in a grain, feed, seed, and fertilizer facility						
Uses balances, moisture testers, screens, and dockage machines used in grading grain						
Operates and reads devices for detecting heating of grain in storage (hot spots)						
Operates scales properly						
FERTILIZER PLANT FACILITY AND EQUIPMENT						
Demonstrates maintenance of the following plant equipment:						
Belts and motors						
Bearings						
Mixers						
Pumps and meters						
Hoses						
Valves						
Gauges (sight and pressure)						
Scales						
Blenders						
Augers and conveyors						
Payloaders						
Storage areas						
Spreaders						
Demonstrates proper operation of the following:						
Fertilizer blend mixers						
Fertilizer conveyors						
Fertilizer legs						
Liquid pumps and meters						
Fertilizer spreaders						
Maintains and/or operates the following NH_3 equipment, trailers, and fertilizer spreaders:						
Wheel bearings						
Fifth wheel pins and chassis						
Pressure relief valves						
Shutoff valves						
Hoses						
Water bags						
Decals, paint, and SMV signs						
NH_3 flow meters						
Applicator hoses						
Nozzles and spray rates						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Circulating pumps						
Chain and belt drives						
Unloads railcar or truck of fertilizer as follows:						
Product identification with bill of lading and visual inspection						
Proper conveyance from car to proper storage						
Inventory management and inventory control						
GENERAL MANAGEMENT						
Understands state and federal laws regarding grain, feed, seed, and fertilizer business						
Understands the legal responsibilities of a business serving the public						
Develops objectives for the business that can be used by management to promote business growth						
Explains and uses contracts and other legal instruments needed in the business operation						
FINANCIAL MANAGEMENT - ANALYSIS AND ASSESSMENT						
Prepares a financial statement for the business using a cash flow projection						
Interprets a financial statement for the business						
Understands the sources of capital for each type of business						
Estimates customer wants and needs from past records						
Computes costs and returns in determining the use of agricultural chemicals						
FINANCIAL MANAGEMENT - CREDIT						
Develops a sound credit policy for a grain, feed, seed, and fertilizer business						
Computes the cost of granting credit						
Identifies and recommends sources of credit available in the community						
FINANCIAL MANAGEMENT - MARKETING						
Determines the possible returns from different methods of selling grain						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Understands the relationship of cash grain prices to futures						
Locates sources of market information						
Interprets market information in market bulletins and on radio and television						
Understands and is able to apply the basic principles of economics to the distribution and marketing of grain, feed, seed, and fertilizer						
Identifies economic and environmental factors that influence types of livestock and poultry which should be produced in an area						
Develops a basic chart for various commodities						
FINANCIAL MANAGEMENT - PRICING AND PROFITS						
Prices grain based on grade, weight, and quality						
Understands the role of prices in the marketplace						
Computes margins						
Computes markups						
Explains the relationship of markup to margin						
Understands how each type of business organization divides its profits or losses						
Understands the importance and the function of business profits						
MERCHANDISING						
Quotes grain cost-benefits						
Closes a sale						
Demonstrates the techniques for successful farm and ranch calls						
Demonstrates the steps of successful selling						
Demonstrates the uses of different types of sales techniques (telephone, face to face)						
Develops a monthly advertising calendar						
Develops displays						
Develops newspaper, radio, and television advertising						
Maintains an effective system of inventory control						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
MERCHANDISING - QUALITY CONTROL						
Grades grain according to USDA Grain Standards Act						
Blends various qualities of grain to meet grade						
Uses aeration, drying, and turning techniques to preserve grain quality						
Prepares seed to meet state certification laws						
Conducts field inspection for producing certified seed						
PROPER TECHNIQUES FOR FARM DELIVERIES						
Delivers according to office instructions						
Delivers at the proper time						
Sets equipment for proper spread						
Marks beginning and end of spread distinctly						
Consults customer for special instructions						
Keeps customer informed of progress of spreading						
Closes all closed gates						
Is helpful to customer						
Is cheerful and courteous						
SHIPMENTS						
Receives instructions from office						
Selects alternative mode; i.e., truck, rail, barge						
Uses bin chart and selects grain to load						
Blends grain to specification						
Weighs grain as loaded						
Prepares railcar for shipment as follows: Cleaning and repairing						
Coopering box car						
Attaching seals properly						
Filing information on net grain, weight, and seal numbers at office						
Updates bin chart						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
GRAIN ELEVATOR EMPLOYEE

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation					Comments
	1	2	3	4	5	
FIRST AID						
Knows emergency telephone numbers						
Uses and knows location of proper first aid equipment						
Takes cardiopulmonary resuscitation training						
PREVENTION OF FIRE AND DUST EXPLOSIONS						
Maintains proper housekeeping						
Uses according to policy the electric arc and oxyacetylene welders						
Prevents excessive friction created by belts and bearings						
Prevents electrical sparks						
Avoids jogging of plugged elevator leg						
Removes scrap metal from cleaning magnet						
SAFETY PROCEDURES WITH TRUCK HOIST AND MANLIFT						
Inspects cables and cable clamps						
Inspects brakes, clutches, and gear boxes						
Operates and uses controls						
Demonstrates rules of safe operation						
PERSONAL SAFETY						
Maintains clean work areas						
Climbs ladders properly						
Maintains hard hat areas						
Avoids electrical shocks						
Prepares for various climatic conditions						
Demonstrates procedures in an emergency situation						
Knows safety regulations (OSHA, EPA, FDA)						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

GRAIN ELEVATOR EMPLOYEE

Competencies	Evaluation					Comments
	1	2	3	4	5	
GRAIN RECEIVING AND UNLOADING						
Demonstrates proper sampling techniques						
Weighs truck (gross and tare)						
Completes scale tickets						
Tests grain for the following quality factors:						
Moisture						
Foreign matter						
Protein						
Germ quality						
Grain damage						
Odors						
Calculates value (dockage)						
Computes net bushels and shrinkage						
Files tickets						
CONDITIONING AND STORAGE						
Segregates grain into correct bin for drying, aeration, or storage						
Knows and selects proper flow pattern of grain through the storage facility						
Demonstrates correct use of the following equipment to move grain into and out of the elevator:						
Elevator legs and cyclones						
Manlifts						
Truck hoists						
Dryer burners and fans						
Aeration fans						
Flat belts						
Screw conveyors						
Dust-collecting systems						
Elevator dump scales						
Records disposition of grain on bin chart						
Controls moisture, temperature, and insects with timeliness by using the following procedures as needed:						
Bin inspection						
Bin cleaning						
Bin measurements of grain						
Grain fumigation						
Hot spot readings and recordings						
Turning grain						
Dryer operation						
Aeration fan operation						
Flat storage of grain						
Grain blending for quality						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

GRAIN ELEVATOR EMPLOYEE

Competencies	Evaluation					Comments
	1	2	3	4	5	
SHIPMENTS						
Receives instructions from office						
Selects transportation mode; i.e., truck, rail, barge						
Uses bin chart and selects grain to load						
Blends grain to specification						
Weighs grain as it is loaded						
Samples grain as it is loaded						
Prepares railcar for shipment as follows:						
Cleaning and repairing						
Coopering box car						
Attaching seals properly						
Filing information on net grain, weight, and seal numbers at office						
Updates bin chart						
PREVENTIVE MAINTENANCE						
Performs preventive maintenance including adjustments, repairs, and lubrication on the following equipment:						
Elevator legs						
Manlifts						
Trucklifts						
Spouting						
Dryers						
Bearings						
Electric motors						
Performs closing time inspection						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
SEED PLANT EMPLOYEE

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
FIRST AID						
Knows emergency telephone numbers						
Uses and knows location of proper first aid equipment						
Takes cardiopulmonary resuscitation training						
PREVENTION OF FIRE AND DUST EXPLOSIONS						
Maintains proper housekeeping						
Uses according to policy the electric arc and oxyacetylene welders						
Prevents excessive friction created by belts and bearings						
Prevents electrical sparks						
Avoids jogging of plugged elevator leg						
Removes scrap metal from cleaning magnet						
SAFETY PROCEDURES WITH TRUCK HOIST AND MANLIFT						
Inspects cables and cable clamps						
Inspects brakes, clutches, and gear boxes						
Operates and uses controls						
Demonstrates rules of safe operation						
PERSONAL SAFETY						
Maintains clean work areas						
Climbs ladders properly						
Maintains hard hat areas						
Avoids electrical shocks						
Prepares for various climatic conditions						
Demonstrates procedures in an emergency situation						
Knows safety regulations (OSHA, EPA, FDA)						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
PRODUCTION						
Identifies and selects prospective breed producers						
Selects land suitable for production						
Identifies crop species and varieties in field and by seed identification						
Recognizes various classes of seed; i.e., foundation, registered, certified						
Assists producers in the following: Establishing production goals (quantity and quality)						
Maintaining weed-free fields						
Anticipating and correcting common production problems						
Maintaining clean seed handling equipment						
PURCHASING						
Samples seed lot						
Screens sample						
Tests sample for quality and purity						
Calculates moisture shrinkage						
Calculates and determines foreign matter						
Establishes value						
Writes scale tickets						
Initiates proper handling and drying						
Moves bulk seed with like kinds and qualities						
Maintains current records of the disposition of the purchased seed						
PROCESSING						
Executes processing order						
Determines proper lot and amount						
Determines proper seed treatment						
Determines proper bagging and seals						
Selects appropriate cleaning mills						
Selects proper screens						
Adjusts mill for proper performance in feeding and air flow						
Operates and maintains bagging scales						
Determines purity after milling						
Bulks and blends as needed						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
SALES						
Assists buyer in determining needs of quality seed						
Recommends appropriate variety according to performance						
Demonstrates techniques of closing the sale						
Writes the sales order						
Selects appropriate purity, weight, germination, and tags in accordance with the sales order						
Prepares warehouse order						
Selects correct seed lot						
Tags and loads seed on truck						
Delivers seed in an effective manner to farm						
MERCHANDISING						
Develops a monthly advertising calendar						
Develops displays						
Demonstrates use of incentive sales programs						
Maintains an effective system of inventory control						
Maintains proper tagging or labeling in compliance with regulatory agency requirements						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

OCCUPATIONAL EXPERIENCE TRAINING PLANS

FOR

AGRIMECHANICS

Developed by:

Dr. John L. Sanders
Curriculum Specialist

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
PARTSPERSON IN FARM MACHINERY DEALERSHIP

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
PARTS SALES TECHNIQUES						
Determines price of part from price lists						
Sells parts to customers						
Completes sales receipts						
Uses parts catalog or microfilm to determine part name and stock numbers						
Reads and interprets diagrams in parts manuals						
Receives telephone orders for parts						
Determines the make, model, year, and type of equipment for which a part is needed						
Records parts identification and price on service tickets						
Completes credit slips and restocks returned parts						
Locates and retrieves parts from storage area						
Advises customers when out-of-stock parts will be available						
Determines that any new parts returned for credit are complete and undamaged						
Advises customers of parts needed						
Advises customers of related parts, accessories, and consumable items that may be needed						
Sells related parts, accessories, and consumable items to customers						
Interprets serial numbers to identify model of equipment for which a part is needed						
Refers customers to salesperson for major equipment purchases						
Identifies parts needed by service department from verbal description						
Dispenses parts to service department						
Guides customers to location of serial and parts numbers on equipment						
Explains parts warranty and guarantee provisions to customers						
Encourages multiple purchases of consumable items						
Explains dealer policy to customers						
Uses adding machine to total prices						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
Provides customer refunds or exchanges under manufacturer's warranties or dealership guarantees						
Checks credit references of customers						
Operates cash register to record sales						
WAREHOUSING AND MERCHANDISING SYSTEM						
Stores parts in stockroom according to dealership inventory system						
Arranges stockroom for efficient use						
Displays new and fast-moving items						
Stocks self-service shelves with consumable items						
Prepares and maintains displays of tools and accessories						
Puts price tags on displayed items						
PROCESSING AND SHIPPING SKILLS						
Unpacks and checks items received against invoices						
Resolves any shortages and damaged or wrong items in shipments received						
Completes invoices for items to be shipped						
Mails or ships parts to fill customer order						
Ships warranty claim parts to manufacturer for credit						
Packages parts for shipping						
Ships defective parts to manufacturer for credit						
Ships parts via least-cost carrier						
Arranges for insurance on shipments according to dealership policies						
INVENTORY						
Uses rush orders for breakdown parts						
Orders out-of-stock parts for customers and repairs jobs in shop						
Maintains current inventory of parts on control cards or computer printouts						
Identifies fast-moving parts for inventory increases						
Orders parts based on actual and anticipated sales						
Orders parts to take advantage of volume discounts						
Identifies new parts in excess of inventory						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
Conducts annual parts inventory for tax purposes						
Disposes of obsolete parts						
Uses computer to locate parts in other dealerships						
RECORDKEEPING						
Maintains complete and current parts catalogs and price lists						
Adjusts parts catalogs to reflect manufacturer's service bulletins						
Files sales slips as records of sales						
ATTRACTIVE PARTS DEPARTMENT						
Keeps parts department clean, neat, and attractive						
Maintains equipment and furniture						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
SETUP MECHANIC - FARM AND INDUSTRIAL

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
POWER MACHINERY SYSTEM						
Services or replaces batteries and cables						
Demonstrates safety rules for handling tractor fuel						
Services air cleaners and dusts unloading valves and precleaners						
Recommends oils and lubricants for all types of machinery						
Changes oil and filter						
Identifies sources of contamination of oil						
Lubricates all types of equipment						
Prepares cooling system for cold weather						
Checks coolant freezing point						
Describes operations of hydrostatic transmission						
HYDRAULIC SYSTEM						
Recommends schedule for replacing filters						
Removes, cleans, and replaces hydraulic filters						
Removes and replaces telescoping hydraulic cylinders						
PLANTING EQUIPMENT SYSTEM						
Sets up planter delivered from factory						
Calibrates planter for row width and population						
Recommends speed at which planter is to be driven						
Adjusts planter to different planting depths						
Selects and installs correct seed plates						
Calibrates planter fertilizer rate						
Removes and replaces furrow openers						
Installs and calibrates herbicide, insecticide, and pesticide attachments						
Calibrates hydraulic transport and leveling system						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
Installs and services no-till coulters						
Cleans and services planters for storage						
Sets up grain drill delivered from factory						
Services and adjusts fluted and double-run feed drills						
Repairs and adjusts fertilizer drill						
Prepares grain drill for storage						
Installs grass seed attachment						
Repairs and adjusts grass seeder						
Prepares drill and seeder for storage						
TILLAGE EQUIPMENT SYSTEM						
Adjusts attachments for best tillage situation						
Sets up plow delivered from factory						
Adjusts for proper trailing and furrow filling						
Prepares plow for storage						
Services and adjusts tandem disc						
Assembles cultivator						
Aligns sweeps for proper tillage						
Sets up spring or spike tooth harrow						
Sets up rotary hoe						
Sets up folding gangs						
Sets up carrier for cultivators						
COMBINE SYSTEM						
Attaches platform and grain feeder to separator						
Adjusts reel speed to specific crop condition						
Troubleshoots cutting problems						
Inspects and repairs sickle bars, knives, guards, and wear plates						
Adjusts auger height						
Inspects and services separating unit						
Adjusts cylinder and concave						
Adjusts corn and grain headers for proper operation						
Troubleshoots thrashing system						
Adjusts straw walkers						
Adjusts and services boot grain supply augers						
Adjusts and services cleaning unit						
Removes and replaces unloading auger						
Cleans and services grain and tailing elevators						
Adjusts rear axle to desired width						
Conditions combine for storage						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
FORAGE HARVESTING SYSTEM						
Aligns and adjusts cutting bar						
Removes and replaces sickle knives, guards, and wear plates						
Adjusts or replaces inner or outer mower shoe						
Adjusts or replaces lifting mechanism						
Replaces rake teeth						
Aligns by strippers with rake teeth						
Recommends adjustment for adequate cleaning of ground						
Adjusts reel speed						
Installs and adjusts swath deflectors						
Assembles baler shipped from factory						
Cleans and lubricates baler for storage						
Times the baler and tests by hand						
Services and adjusts knotter						
Inspects and services auger						
Installs and services bale injector						
Services or replaces shearing safety mechanism						
Adjusts tying mechanism or wire tie						
Installs wagon hitch or baler						
Adjusts for correct bale density and diameter						
Recommends correct tensions for baler						
Services and repairs twine-wrapping mechanism						
Services and adjusts pickup conveyor						
Sets up table for efficient cleaning						
Removes and replaces cylinder knives						
Adjusts shear bar to specification						
GENERAL SHOP TASKS						
Selects welding electrode for specific jobs						
Butt and fillet welds in all positions with arc welder						
Cuts and heats with oxyacetylene welder						
Reads and assembles machinery from drawings						
Identifies parts from drawings						
Checks shipping invoice from drawings						
Sets up machines according to shop manual and/or manufacturer's specifications						
Preservices machinery						
Picks up and delivers machinery						
Completes a job ticket						
Attaches and reads an electric tachometer						
Operates a steam cleaner and high pressure washer						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
SHOP SAFETY						
Reads and interprets safety signs, symbols, and color codes						
Ventilates engine while it is running						
Stores chemicals correctly						
Stores combustible materials safely						
Selects proper fire extinguisher for type of fire						
Administers first aid prior to medical treatment						
Provides adequate lighting						
Installs and adjusts safety guards on machinery						
Wears eye and hearing protection						
Uses power hand tools safely						
Uses compressed air safely						
Uses high pressure fluids safely						
Uses standard hand signals in high noise areas						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
TRACTOR MECHANIC

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
BASIC ENGINE SYSTEM						
Removes and replaces cylinder head						
Removes and replaces rings						
Removes and replaces sleeve						
Removes and replaces crankshaft bearing						
Removes and replaces main bearings						
Times internal components						
Inspects and cleans cylinder block						
Inspects milled surfaces of cylinder block and head						
Installs and fits pin bushings						
ELECTRICAL SYSTEM						
Inspects secondary circuit leaks, plug wires, distributor caps, and rotor						
Sets ignition timing						
Strobes distributor and modifies or corrects advance curve						
Services or replaces battery cables						
FUEL DELIVERY SYSTEM						
Cleans carburetor						
Troubleshoots gasoline carburetor problem						
Repairs or replaces gasoline carburetor						
Installs carburetors						
Adjusts floating setting to specification						
Adjusts carburetor for idle						
Adjusts carburetor for best fuel economy						
Adjusts carburetor for load						
Bleeds air from diesel fuel system						
Tests pressure of transfer pump						
Installs and times the injection pump						
Adjusts governor (static timing)						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
Diagnoses injector problems						
Cleans, inspects, and diagnoses wear of injector nozzle						
Tests injector for opening pressure						
Tests injector for valve seat leakage						
Tests injector for spray pattern						
Tests injector for nozzle leak back						
Repairs and replaces fuel injector						
Repairs and replaces injector nozzle						
INTAKE AND EXHAUST SYSTEMS						
Removes and replaces valves						
Reconditions valve face and seat						
Inspects and replaces valve spring						
Inspects and replaces valve rotators						
Removes and replaces rocker arm						
Inspects and replaces cam followers						
Diagnoses turbocharger and/or supercharger problems						
Measures bearing clearance of turbocharger						
LUBRICATION SYSTEM						
Diagnoses lubrication system failure						
Identifies sources of contamination of oil						
Identifies and diagnoses oil pressure problems						
Tests engine oil pressure						
Tests oil relief pressure valve						
Cleans and adjusts pressure regulating valve						
Services crankcase ventilation system						
Repairs and replaces crankcase ventilation system						
Inspects and replaces bushings and bearings						
COOLING SYSTEM						
Identifies internal coolant leakage						
MECHANICAL TRANSMISSION SYSTEM						
Replaces oil seals and oil slinger rings						
Separates engine from clutch housing						
Aligns transmission with engine						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
Cleans splines and tests for wear						
Removes and replaces bearings						
Removes and replaces bushings						
Removes and replaces worn or scuffed gears						
Removes and replaces springloaded clutch						
Adjusts clutch linkage and pressure plate						
HYDRAULIC SYSTEM						
Troubleshoots malfunction of cylinder						
Removes and replaces seals in the hydraulic system						
Tests opening pressure of valves						
Removes and replaces pressure control valves						
Adjusts remote and internal hydraulic system						
BRAKE SYSTEM						
Removes and replaces disc brakes assembly						
FINAL DRIVE SYSTEM						
Troubleshoots cause of excessive wear on final drive						
Removes and replaces seals in final drive						
Adjusts end play or preloads in final drive						
Replaces pinion and ring bear in final drive						
Adjusts pinion mesh according to specifications (rear end)						
Removes and replaces axle						
GENERAL SHOP TASKS						
Selects welding electrodes for specific jobs						
Butt welds with electric arc						
Fillet welds with electric arc						
Vertical welds with electric arc						
Horizontal welds with electric arc						
Overhead welds with electric arc						
Uses safety procedures when welding						
Heats with oxyacetylene						
Fusions with oxyacetylene						
Brazes with oxyacetylene						
Cuts with oxyacetylene						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
Reconditions and sharpens hand tools						
Takes measurement and reads micrometer						
Takes measurement and reads dial indicator						
Attaches and reads dwell meter						
Takes measurement and reads plastigauge						
Inks gears and determines tolerance						
Sets up and operates dynamometer						
Removes broken stud bolts						
Stores combustible materials safely						
SHOP SAFETY						
Reads and interprets safety signs and symbols						
Reads and interprets color codes						
Ventilates engines while it is running						
Uses personal protective equipment						
Stores chemicals correctly						
Stores combustible materials safely						
Selects proper fire extinguishers for different types of fire						
Tests electrical circuits and switches						
Administers first aid prior to medical treatment						
Provides adequate lighting						
Installs and adjusts guards on equipment						
Installs and adjusts guards on machinery						
Wears eye protection						
Uses power hand tools safely						
Uses compressed air safely						
Uses standard hand signals in high noise areas						
Wears hearing protection						
ELECTRICAL SYSTEM						
Troubleshoots the following when nonfunctional:						
Voltmeter						
Batteries						
Starter						
Starter cranks						
Light system						
Air conditioner and heater						
Radio						
Monitoring systems						
Entire electrical system						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
SERVICE LIBRARY AND SCHEMATICS						
Utilizes service library and reads schematics						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

OCCUPATIONAL EXPERIENCE TRAINING PLANS

FOR

PRODUCTION AGRICULTURE

Developed by:

Dr. John L. Sanders
Curriculum Specialist

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OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
BEEF PRODUCER

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
MANAGEMENT PRACTICES						
Determines cattle condition						
Selects cows for breeding						
Selects bulls for breeding						
Performs the care needed for the following:						
Cow and calf at calving						
Newly purchased feeder cattle						
Feedlot cattle						
Replacement heifers						
Breeding bulls						
Demonstrates proper handling of cows and bulls at breeding						
Determines quality of feeds.						
Performs the following tasks:						
Marking						
Castrating						
Vaccinating						
Hormone implant						
Seeks innovative management techniques and follows current research						
SANITARY ENVIRONMENTAL PRACTICES FOR GOOD ANIMAL HEALTH						
Identifies diseased cattle						
Recognizes symptoms of cattle ailments						
Identifies cattle with parasite problems						
Determines and uses management practices that will aid in preventing and controlling cattle diseases and parasites						
Medicates diseased cattle						
Culls and isolates diseased cattle						
Disposes of animal waste without causing environmental problems						
Disinfects boots and clothing						
Selects and uses sanitation products effectively						
Rotates pastures as needed						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
PROPER FEEDING AND NUTRITION						
Plans for most economically balanced ration for each type of cattle						
Identifies cattle with nutritional deficiencies						
Keeps accurate production and feed records						
Recognizes the characteristics of roughage and concentrate feeds						
Observes and operates feeding equipment efficiently and safely						
Sets metering regulators						
Operates the feed grinder and mixer						
Feeds cattle proper amounts of feed						
Feeds cattle on schedule						
Withdraws feed additives as required by law						
MARKETING						
Selects the proper weight and quality to market						
Handles cattle to minimize bruises and shrinkage						
Sorts and marks cattle for market						
Selects a hauler for safe and careful handling						
Evaluates alternative marketing methods						
SAFETY PROCEDURES						
Sorts and loads cattle safely						
Maintains equipment to prevent injury						
Operates feed handling equipment properly and keeps all protective shields in place						
Grounds all electrical equipment to prevent shock						
Reads and uses operator's manual when installing or operating equipment						
Stores and uses medications safely						
Handles cattle during breeding without injury						
Keeps a record of accidents and needed cautions						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm.						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

OCCUPATIONAL EXPERIENCE TRAINING PLAN

for

CROP PRODUCER

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
SEED SELECTION						
Selects the desired seed considering maturity, harvest ability, disease resistance, lodging resistance, insect resistance, and yield level						
Reads and evaluates the tag on the seed bag						
Calculates the planting rates of various crops and for differences in purity, germination, seed size, and row width						
Selects varieties adapted to local conditions and maximizes the farm operation						
SEEDBED PREPARATION						
Prepares a desirable seedbed						
Recognizes the opportunities of combining pest control and fertilizer with seedbed preparation						
Selects appropriate planting or seeding depth for various crops						
Compares the relative advantages of minimum and conventional tillage systems						
PLANTING METHODS AND PRACTICES						
Calibrates the planting equipment to obtain the desired planting rate						
Evaluates the most recent findings pertaining to time of planting, depth of planting, width of rows, spacing within the rows, and method of planting						
Uses the appropriate equipment for planting the various crops						
Analyzes the different production methods for cost effectiveness						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
FERTILIZER AND LIME RATES - APPLICATION						
Calculates the rate of fertilizer to apply to obtain the maximum return per fertilizer dollar invested						
Recognizes the importance of proper fertilizer placement for various crops						
Identifies nutrient deficiency symptoms						
Develops a farm fertility program						
FERTILIZATION						
Understands the various types of fertilizers and comparative costs						
Understands the modes and times of fertilizer applications and the advantages of each						
WEED, INSECT, AND DISEASE PESTS						
Identifies weed, insect, and/or disease pests responsible for significant economic loss in crop production						
Recommends cultural and chemical practices for pest control						
Calibrates applicators						
Recognizes the chemicals being used to control problem as follows:						
Forms						
Rates						
Methods of application						
Effectiveness						
Costs						
Dangers						
Summarizes the precautions which should be followed when using chemicals						
Identifies a potential damaging insect, weed, or disease problem						
Obtains the appropriate applicator's license						
HARVESTING AND STORING						
Identifies harvesting losses and determines the necessary machine adjustments						
Harvests properly for minimum field loss						
Discusses the harvesting and storage systems and selects the appropriate one						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
Treats stored crop for pest control as needed						
Dries grain with proper heat						
Dries grain to desired moisture						
MARKETING						
Determines the discount of the price for test weight, moisture, and grade						
Calculates grain shrinkage						
Understands the advantages and disadvantages of selling vs. storing for sale at a later date						
Understands how to use future market contracts and forward contracting						
PROPER USE AND MAINTENANCE OF FARM EQUIPMENT						
Performs proper use and maintenance of the following: Farm tractors						
Chisel plows and moldboard plows						
Disc harrows						
Field planters						
Field cultivators						
Herbicide, pesticide, and insecticide sprayers and attachments						
Field choppers						
Mowers						
Blowers						
Field harvest equipment (combines, balers)						
Farm trucks and wagons						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
DIVERSIFIED FARM EMPLOYEE

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
CROPS						
SEED SELECTION						
Selects the desired seed considering maturity, harvest ability, disease resistance, lodging resistance, insect resistance, and yield level						
Calculates the planting rates of various crops and for differences in purity, germination, seed size, and row width						
Selects varieties adapted to local conditions and maximizes the farm operation						
SEEDBED PREPARATION						
Prepares a desirable seedbed						
Recognizes the opportunities of combining pest control and fertilizer with seedbed preparation						
Selects appropriate planting or seeding depth for various crops						
PLANTING METHODS AND PRACTICES						
Calibrates the planting equipment to obtain the desired planting rate						
Uses the appropriate equipment for planting the various crops						
FERTILIZER AND LIME RATES - APPLICATION						
Calculates the rate of fertilizer to apply to obtain the maximum return per fertilizer dollar invested						
Recognizes the importance of proper fertilizer placement for various crops						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Identifies nutrient deficiency symptoms						
Develops a farm fertility program						
FERTILIZATION						
Understands the various types of fertilizers and comparative costs						
Understands the modes and times of fertilizer applications and the advantages of each						
WEED, INSECT, AND DISEASE PESTS						
Identifies weed, insect, and/or disease pests responsible for significant economic loss in crop production						
Calibrates applicators						
Recognizes the chemicals being used to control problem as follows:						
Forms						
Rates						
Methods of application						
Effectiveness						
Costs						
Dangers						
Summarizes the precautions which should be followed when using chemicals						
Obtains the appropriate applicator's license						
HARVESTING AND STORING						
Identifies harvesting losses and determines the necessary machine adjustments						
Harvests properly for minimum field loss						
Discusses the harvesting and storage systems and selects the appropriate one						
SWINE						
MANAGEMENT PRACTICES						
Selects swine for breeding						
Purchases and produces swine that will utilize feeds efficiently for profit						
Keeps breeding and farrowing records						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Uses pressure sprayers to clean stalls and equipment						
Operates adequate ventilation systems for buildings						
Performs the care needed for the following: Gilts or sows during estrus						
Gilts, sows, and boars at breeding						
Gilts and sows at farrowing						
Pigs to administer iron shots						
Pigs to earnotch						
Pigs to clip needle teeth						
Pigs to castrate						
Pigs to clip tails						
Newly purchased feeder pigs						
Newly purchased gilts, sows, and boars						
SANITARY ENVIRONMENTAL PRACTICES FOR GOOD ANIMAL HEALTH						
Identifies diseased swine						
Recognizes symptoms of swine ailments						
Identifies swine with parasite problems						
Determines and uses management practices that will aid in preventing and controlling swine diseases and parasites						
Medicates diseased swine						
Culls and isolates diseased swine						
Disposes of animal waste without causing environmental problems						
Disinfects boots and clothing						
Selects and uses sanitation products effectively						
Vaccinates pigs						
Operates sprayers and mixes sprays for external parasite control						
Mixes feed additives into feed and feeds safely						
PROPER FEEDING AND NUTRITION						
Identifies swine with nutritional deficiencies						
Keeps accurate production and feed records						
Recognizes the characteristics of roughage and concentrate feeds						
Observes and operates feeding equipment efficiently and safely						
Sets metering regulators						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Operates the feed grinder and mixer						
Adjusts, repairs, and cleans self-feeders						
Installs and adjusts waterers						
Withdraws feed additives as required by law						
BEEF						
MANAGEMENT PRACTICES						
Selects cows for breeding						
Selects bulls for breeding						
Performs the care needed for the following: Cow and calf at calving						
Newly purchased feeder cattle						
Feedlot cattle						
Replacement heifers						
Breeding bulls						
Demonstrates proper handling of cows and bulls at breeding						
Determines quality of feeds						
SANITARY ENVIRONMENTAL PRACTICES FOR GOOD ANIMAL HEALTH						
Identifies diseased cattle						
Recognizes symptoms of cattle ailments						
Identifies cattle with parasite problems						
Determines and uses management practices that will aid in preventing and controlling cattle diseases and parasites						
Medicates diseased cattle						
Culls and isolates diseased cattle						
Disposes of animal waste without causing environmental problems						
Disinfects boots and clothing						
Selects and uses sanitation products effectively						
PROPER FEEDING AND NUTRITION						
Plans for most economically balanced ration for each type of cattle						
Identifies cattle with nutritional deficiencies						
Keeps accurate production and feed records						
Recognizes the characteristics of roughage and concentrate feeds						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
Observes and operates feeding equipment efficiently and safely						
Sets metering regulators						
Operates the feed grinder and mixer						
Feeds cattle proper amounts of feed						
Feeds cattle on schedule						
Withdraws feed additives as required by law						
MARKETING						
Selects the proper weight and quality of livestock to market						
Handles livestock to minimize bruises and shrinkage						
Operates and maintains scales						
Sorts and marks livestock for market						
Evaluates alternative marketing methods						
SAFETY PROCEDURES						
Sorts and loads livestock safely						
Maintains equipment to prevent injury						
Operates feed handling equipment properly and keeps all protective shields in place						
Grounds all electrical equipment to prevent shock						
Reads and uses operator's manual when installing or operating equipment						
Stores and uses medications safely						
Handles livestock during breeding without injury						
Keeps a record of accidents and needed cautions						
Maintains proper safe operating procedures while utilizing all machinery and equipment						
MAINTENANCE OF BUILDINGS AND EQUIPMENT						
Performs proper operation and maintenance of the following:						
Farm tractors						
Chisel and moldboard plows						
Disc harrows						
Field planters						
Field cultivators						
Chemical sprayers and attachments						
Field choppers						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Mowers						
Field harvest equipment (combines, balers, blowers)						
Farm trucks and wagons						
Field handling equipment						
Structures such as fences and buildings						
Electrical systems						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						
Seeks innovative management techniques and follows current production research						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
SWINE PRODUCER

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
MANAGEMENT PRACTICES						
Selects swine for breeding						
Purchases and produces swine that will utilize feeds efficiently for profit						
Cares for pigs at birth						
Identifies estrus						
Keeps breeding and farrowing records						
Cares for sow or gilt at parturition						
Handles and cares for sows and gilts at breeding						
Castrates pigs						
Handles and cares for boars at breeding						
Clips needle teeth						
Administers iron shots						
Uses pressure sprayers to clean stalls and equipment						
Earnotches pigs						
Operates adequate ventilation systems for buildings						
Clips tails						
Seeks innovative management techniques and follows current research						
SANITARY ENVIRONMENTAL PRACTICES FOR GOOD ANIMAL HEALTH						
Identifies diseased swine						
Recognizes symptoms of swine ailments						
Identifies swine with parasite problems						
Determines and uses management practices that will aid in preventing and controlling swine diseases and parasites						
Medicates diseased swine						
Culls and isolates diseased swine						
Disposes of animal waste without causing environmental problems						
Disinfects boots and clothing						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation					Comments
	1	2	3	4	5	
Selects and uses sanitation products effectively						
Vaccinates pigs						
Operates sprayers and mixes sprays for external parasite control						
Mixes feed additives into feed and feeds safely						
PROPER FEEDING AND NUTRITION						
Plans for most economically balanced ration for each type of swine						
Identifies swine with nutritional deficiencies						
Keeps accurate production and feed records						
Recognizes the characteristics of roughage and concentrate feeds						
Observes and operates feeding equipment efficiently and safely						
Sets metering regulators						
Operates the feed grinder and mixer						
Adjusts, repairs, and cleans self-feeders						
Installs and adjusts waterers						
Withdraws feed additives as required by law						
MARKETING						
Selects the proper weight and quality to market						
Handles swine to minimize bruises and shrinkage						
Sorts and marks swine for market						
Selects a hauler for safe and careful handling						
Evaluates alternative marketing methods						
SAFETY PROCEDURES						
Sorts and loads swine safely						
Maintains equipment to prevent injury						
Operates feed handling equipment properly and keeps all protective shields in place						
Grounds all electrical equipment to prevent shocks						
Reads and uses operator's manual when installing or operating equipment						
Stores and uses medications safely						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

Competencies	Evaluation 1	2	3	4	5	Comments
Handles boars during breeding without injury						
Handles sows with suckling pigs safely						
Keeps a record of accidents and needed cautions						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

1 - Has not performed
2 - Has observed
3 - Has performed with supervision
4 - Has performed satisfactorily without supervision
5 - Has ability to instruct others

OCCUPATIONAL EXPERIENCE TRAINING PLANS

FOR

OTHER OCCUPATIONS

Developed by:

Juanita Goodwin
Lucille Harts
Sandra Lake
Frank Phillips
Amy Young

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
NURSE AIDE

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Is clean and neat						
Wears appropriate uniform						
Has good attendance						
Is punctual						
Is responsible						
Is conscientious						
Has good concentration						
Is alert						
Pays attention to detail						
Is accurate						
Is precise in psychomotor performance						
Follows through on suggestions						
Shows initiative						
Works well with others						
Appears to enjoy his/her work						
Has good language skills and communicates effectively						
Is cheerful, courteous, and good-natured, and has a good sense of humor						
Is frank, expressive, and forthright						
Has common sense						
Has insight concerning self and others						
Is careful about appearance						
Is sincere						
Is willing to accept constructive criticism						
Has a mature, rational approach to problem-solving						
Is honest and fair to others						
Does not gossip						
Learns from experience						
Has a realistic self-evaluation						
Respects confidentiality						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation					Comments
	1	2	3	4	5	
NOTE: Entry-level, intermediate, and advanced skills will vary according to institutional policy. This is intended to serve as a guide only.						
ENTRY-LEVEL SKILLS						
Gives early a.m. care						
Measures and records vital signs						
Gives wash cloth						
Cleans overbed table						
Assists with elimination						
Assists with or gives oral hygiene						
Gives a.m. care						
Assists with elimination						
Assists with partial bath						
Assists with shower or tub bath						
Assists with or gives oral hygiene						
Makes occupied bed						
Makes unoccupied bed						
Gives back rub						
Shaves male patient						
Uses appropriate handwashing technique						
Provides fresh water						
Tidies room						
Puts side rails up and down						
Gives p.m. care (before supper) and h.s. care (before bedtime)						
Assists with elimination						
Assists with or gives oral hygiene						
Straightens bed						
Gives back rub						
Provides fresh water						
Tidies room						
Records vital signs						
Measures and records oral temperature						
Measures and records rectal temperature						
Measures and records axillary temperature						
Counts and records radial pulse						
Counts and records apical pulse						
Counts and records respiration						
Measures and records blood pressure						
Moves and positions patient						
Moves and positions patient in bed						
Moves patient to and from stretcher						
Moves patient to and from chair and/or wheelchair						
Dangles patient						
Ambulates patient						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation 1	2	3	4	5	Comments
Feeds patient						
Assists patient to feed self						
Feeds patient						
Administers enema						
Administers cleansing						
Administers retention						
Administers 1-2-3						
Administers to and fro (Harris-Flush)						
Inserts colon tube						
Records intake and output						
Demonstrates the ability to perform clinitest and acetest						
Applies hot H_2O bottle						
Applies ice bag						
Gives decubitus care						
INTERMEDIATE SKILLS						
Admits patient						
Dismisses patient						
Cleans a unit						
Cleans and prepares bedpan for sterilization						
Shampoos patient						
Gives preoperative care						
Gives postoperative care						
Measures and records vital signs						
Turns, coughs, and deep breathes patient						
Checks dressings						
Gives postmortem care						
Collects urine						
Single						
24-hour						
Midstream						
Clean voided						
Collects stool						
Occult blood						
Parasites						
ADVANCED SKILLS						
Gives Sitz bath						
Portable Sitz bath						
Chair Sitz bath						
Applies binders						
Applies ace bandage						
Applies sling						
Triangular sling						
Hemisling						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation					Comments
	1	2	3	4	5	
Gives colostomy care						
Gives irrigation						
Changes bag						
Applies dressings						
Dry, unsterile dressing						
Warm, moist dressing						
Sterile						
Unsterile						
Takes care of foley catheter						
Disconnects and reconnects tubing						
Irrigates by gravity						
Takes care of nasogastric tube						
Empties suction bottle						
Irrigates by gravity						
Gives peri-care						
Applies peri-light						
Practices isolation technique						
Gives douche						
External						
Internal						
Applies safety devices						
Limb restraints						
Chest restraints						
Posey belts						
Cares for patient on alternating pressure mattress						
Cares for patient on lapidue air mattress						
Cares for patient with a cast						
Uses lifts						
Assists with rehabilitation						
Ambulates patient with crutches						
Ambulates patient with walker						
Ambulates patient with abduction pillow						
Assists with tractions						
Takes care of patient with cervical traction						
Takes care of patient with pelvic traction						
Takes care of patient with balanced traction						
Attends Code Blue Team Procedure (formal class)						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
RESPIRATORY THERAPY TECHNICIAN

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Is clean and neat						
Wears appropriate uniform						
Has good attendance						
Is punctual						
Is responsible						
Is conscientious						
Has good concentration						
Is alert						
Pays attention to detail						
Is accurate						
Is precise in psychomotor performance						
Follows through on suggestions						
Shows initiative						
Works well with others						
Appears to enjoy his/her work						
Has good language skills and communicates effectively						
Is cheerful, courteous, and good-natured, and has a good sense of humor						
Is frank, expressive, and forthright						
Has common sense						
Has insight concerning self and others						
Is careful about appearance						
Is sincere						
Is willing to accept constructive criticism						
Has a mature, rational approach to problem-solving						
Is honest and fair to others						
Does not gossip						
Learns from experience						
Has a realistic self-evaluation						
Respects confidentiality						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation 1	2	3	4	5	Comments
KNOWLEDGE						
Understands anatomy and physiology						
Understands general medical and surgical diseases						
Understands basic concepts of respiratory therapy						
Understands properties of drugs and their usages						
Understands principles of patient care						
Understands bedside manner						
Understands skills in assuring safety of patient						
CLINICAL JUDGMENT						
Bases decision on theoretical rationale						
Evaluates patient while patient is receiving therapy						
Evaluates equipment performance						
Understands physiologic monitoring						
Is aware of physiologic complications						
Understands choice of equipment and adequate techniques						
TECHNICAL SKILLS IN RESPIRATORY THERAPY ADMINISTRATION						
AIRWAY MANAGEMENT						
Uses sterile suction						
Inserts oral pharyngeal airway						
Takes care of endotracheal tube						
Takes care of tracheostomy tube						
Observes and/or assists with bronchoscopy						
Induces and collects sputum specimen via nasotracheal suction						
Performs intubation as follows:						
Infant						
Pediatric						
Adult						
CARDIOPULMONARY RESUSCITATION						
Measures and records blood pressure						
Counts and records pulse						
Counts and records respiration						
Checks pupil dilation						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation 1	2	3	4	5	Comments
Performs artificial respiration as follows:						
Infant						
Pediatric						
Adult						
Performs closed chest massage as follows:						
Infant						
Pediatric						
Adult						
Uses bag and mask						
Uses bag with endotracheal tube						
Prepares defibrillator for use						
Defibrillates						
Auscultates chest						
GAS THERAPY						
Transports cylinder						
Attaches regulator to cylinder						
Attaches flow meter to wall outlet						
Applies catheter						
Applies cannula						
Applies mask						
Applies ventimask						
Sets up croupette with oxygen or air compressor						
Demonstrates use of oxygen analyzer						
Demonstrates use of blending device						
AEROSOL-HUMIDITY THERAPY						
Prepares for and administers an aerosol-humidity treatment, according to physician's order, using the following:						
DeVilbiss						
Monoghan						
Bendix						
Micromist						
Ohio						
Assesses treatment and documents						
Performs tracheobronchial suctioning						
ARTIFICIAL MECHANICAL VENTILATION						
INTERMITTENT POSITIVE PRESSURE BREATHING						
Reads and evaluates physician's order and chart						
Prepares and tests equipment						
Prepares and positions patient for therapy						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation					Comments
	1	2	3	4	5	
Assesses patient response to therapy						
Modifies therapy to deal with adverse patient response						
Evaluates post-treatment evaluation						
Records therapy						
USE OF A PRESSURE-CYCLED VENTILATOR						
Reads and evaluates physician's order						
Prepares and tests equipment						
Initiates continuous ventilation						
Monitors hourly						
Evaluates patient response with physician						
Modifies ventilator with peep						
Knows and understands weaning technique inclusive of intermittent mechanical ventilation						
PULMONARY REHABILITATION						
Auscultates chest of a COPD patient						
Describes breath sounds						
Induces sputum sample						
Demonstrates use of treadmill						
Demonstrates use of bicycle ergometer						
Sets up EKG monitor for stress testing						
Identifies life-threatening arrythmias on EKG monitor						
Uses blow bottles						
Calculates and records respiratory work and oxygen consumption						
Uses manually adjusted tilt table						
Performs postural drainage						
Uses electrically powered hand vibrator						
Uses electrically powered percussor						
Uses combination electrically powered vibrator and percussor						
Demonstrates techniques for an effective cough						
Instructs patient in diaphragmatic and purse lip breathing						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
CLERK TYPIST

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
PERSONAL QUALITIES						
DEPENDABILITY						
Is punctual						
Has good attendance record						
PERSONAL APPEARANCE						
Is clean and neat						
Wears appropriate apparel						
Conducts self in mature and businesslike manner						
RESPECT						
Respects authority						
Respects rights of others						
Respects property						
Respects employer's time						
Respects equipment and supplies						
PERSONALITY						
Has eye-to-eye contact when conversing with others						
Is courteous						
Is loyal						
Is alert						
Is honest						
Is compatible						
Is diplomatic						
Shows enthusiasm and interest						
Is straightforward						
Exercises common sense						
Exercises good judgment						
Leaves personal problems at home						
Maintains good relations with other employees						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation 1	2	3	4	5	Comments
OCCUPATIONAL QUALITIES						
TELEPHONE SKILLS						
Maintains good relations in telephone technique						
Operates telephone console						
Receives messages accurately						
Reports messages accurately						
Speaks distinctly and pleasantly						
Places telephone calls correctly						
Adheres to employer's policy regulating personal use of telephone						
TYPING SKILLS						
Types at required speed						
Produces mailable letters						
Produces mailable reports						
Produces mailable statistical reports						
Produces high volume of work						
Organizes and types reports from rough data						
FILING PRACTICES						
Files accurately and keeps filing current						
Locates materials quickly						
Understands record retention						
MATH						
Has basic math skills; i.e., adds, subtracts, multiplies, and divides						
Calculates interests and discounts						
Calculates percentages						
OFFICE MACHINES						
Operates basic office machines such as the following:						
Duplicator						
Copier						
Calculator						
Power automatic typewriter						
Changes paper, tape, ribbon, and ink						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

CLERK TYPIST

Competencies	Evaluation 1	2	3	4	5	Comments
COMMUNICATION						
Uses correct spelling and punctuation						
Uses correct grammar when speaking						
Communicates well with other employees						
Communicates well with customers						
Meets, greets, and routes visitors to correct offices courteously						
OFFICE PRACTICES						
Knows priorities and expedites work accordingly						
Gives information within scope of authority						
Has general knowledge of processing incoming and outgoing mail						
RESPONSIBILITY						
Does work assigned						
Accepts responsibility willingly						
Respects confidential information						
Follows oral instructions explicitly and accurately						
Follows written instructions explicitly and accurately						
Shows initiative						
Is able to work under stress						
ATTITUDE						
Shows loyalty to company						
Shows loyalty to superiors						
Shows enthusiasm and interest						
Takes pride in work performance						
Is conscientious						
Accepts constructive criticism						
Utilizes constructive criticism to advantage and self-improvement						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
MEDICAL OFFICE ASSISTANT

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
PERSONAL QUALITIES						
DEPENDABILITY						
Is punctual						
Has good attendance record						
PERSONAL APPEARANCE						
Is clean and neat						
Wears appropriate apparel						
Conducts self in mature and businesslike manner						
RESPECT						
Respects authority						
Respects rights of others						
Respects property						
Respects employer's time						
Respects equipment and supplies						
PERSONALITY						
Has eye-to-eye contact when conversing with others						
Is courteous						
Is loyal						
Is honest						
Is compatible						
Is diplomatic						
Shows enthusiasm and interest						
Is straightforward						
Exercises common sense						
Exercises good judgment						
Leaves personal problems at home						
Maintains good relations with other employees						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation 1	2	3	4	5	Comments
OCCUPATIONAL QUALITIES						
TELEPHONE						
Operates telephone console						
Responds to incoming calls promptly						
Speaks distinctly, pleasantly, and courteously						
Handles calls independently						
Uses good judgment in screening calls						
Responds calmly to emergency calls						
Receives messages accurately and follows through promptly						
Reports messages accurately						
Places telephone calls correctly						
APPOINTMENTS						
Records all appointments promptly and accurately						
Ascertains discreetly purpose of appointment and schedules proper length of appointment						
Receives diplomatically "work-in" patients and visits by other doctors and business people						
Assists the doctor in keeping on schedule						
PATIENTS						
Meets, greets, and routes patients courteously						
Obtains personal data from new patients						
Helps patients understand doctors' instructions regarding diets, exercises, and prenatal care						
Makes hospital reservations for patients						
Procures nurses for patients						
Maintains good public relations						
MEDICAL RECORDS						
Sets up new patients' charts and folders						
Records medical reports promptly						
Keeps patients' charts current and in proper order						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation					Comments
	1	2	3	4	5	
Collects statistical data (Medical Records Department)						
Codes and abstracts patients' charts (Medical Records Department)						
WRITTEN COMMUNICATIONS						
Processes incoming mail						
Processes outgoing mail						
Has knowledge of postal regulations						
Composes routine correspondence and other material using correct spelling, grammar, and punctuation						
OFFICE MANAGEMENT						
Cooperates with medical management consultants in improving office efficiency						
Answers inquiries from insurance companies, governmental agencies, workers' compensation, physicians, and health agencies						
Knows priorities and expedites work accordingly						
Maintains office procedures manual						
Maintains name and address file of suppliers and other dealers of outside services						
Maintains tidy and comfortable waiting room						
Keeps track of dates for renewal of licenses, premiums, membership fees, subscriptions, and meetings						
Orders, handles, and stores supplies						
Prepares records for doctor's use in court						
Makes travel arrangements and reservations						
Arranges for meetings and workshops						
Checks medical journals for items of interest to doctor						
Supervises other office personnel						
Takes care of office in doctor's absence						
BILLING						
Quotes fees accurately to patients						
Records patients' charges and payments accurately and promptly						
Maintains daily record of financial transactions						
Mails bills						
Demonstrates knowledge of collection methods						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation 1	2	3	4	5	Comments
INSURANCE FORMS						
Understands principles of insurance						
Prepares insurance claims forms as follows:						
Medicare						
Medicaid						
Champus						
Blue Cross/Blue Shield						
Commercial insurance policies						
Workers' Compensation						
Maintains record of insurance payments						
FINANCIAL RECORDS						
Balances daysheets						
Writes and logs checks accurately						
Reconciles bank statements						
Keeps payroll records						
Handles petty cash						
MACHINE DICTATION						
Transcribes mailable copy at reasonable speed						
Demonstrates reasonable knowledge of medical terminology						
Shows independence in using dictionaries and other resource books to ascertain correct terms and spelling						
Produces mailable reports (medical histories, operation summaries, discharge summaries)						
Produces high volume of work						
OFFICE MACHINES						
Types at required speed						
Operates photocopier						
Operates calculator						
Changes paper, tape, ribbon, and ink						
FILING						
Files patients' medical records promptly and accurately						
Files financial records pertaining to the business						
Files scientific materials						
Maintains a patient card file						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation					Comments
	1	2	3	4	5	
Has knowledge of alphabetic filing system						
Has knowledge of numeric filing system						
Uses efficient filing procedures (sorting, cross-referencing, follow-up)						
Screens patient files routinely and maintains active, inactive, and closed files						
COMPETENCIES MAY BE LEARNED IN THE FOLLOWING DEPARTMENTS OF THE HOSPITAL:						
ADMINISTRATION OFFICES						
Director's Office						
Personnel Office						
Purchasing, Payroll, and Accounts Payable						
Food Services						
Plant Services						
BUSINESS OFFICES						
Information Desk						
Switchboard						
Admitting						
Recording Charges/Billing						
Insurance						
Mail Room						
SERVICE DEPARTMENTS						
X-ray						
Social Services						
Pharmacy						
Laboratory/Pathology						
Nuclear Medicine						
Emergency Room						
Cardiorespiratory						
Director of Nurses						
MEDICAL RECORDS DEPARTMENT						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
SECRETARY

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Evaluation 1	2	3	4	5	Comments
PERSONAL QUALITIES						
DEPENDABILITY						
Is punctual						
Has good attendance record						
PERSONAL APPEARANCE						
Is clean and neat						
Wears appropriate apparel						
Conducts self in mature and businesslike manner						
RESPECT						
Respects authority						
Respects rights of others						
Respects property						
Respects employer's time						
Respects equipment and supplies						
PERSONALITY						
Has eye-to-eye contact when conversing with others						
Is courteous						
Is loyal						
Is honest						
Is alert						
Is compatible						
Is diplomatic						
Shows enthusiasm and interest						
Is straightforward						
Exercises common sense						
Exercises good judgment						
Leaves personal problems at home						
Maintains good relations with other employees						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation 1	2	3	4	5	Comments
OCCUPATIONAL QUALITIES						
TELEPHONE SKILLS						
Maintains good relations in telephone technique						
Operates telephone console						
Receives messages accurately						
Reports messages accurately						
Speaks distinctly and pleasantly						
Places telephone calls correctly						
Adheres to employer's policy regulating personal use of telephone						
SHORTHAND SKILLS						
Takes dictation at required speed						
Transcribes mailable copy at reasonable speed						
Retains shorthand notes for required period						
STENOTYPE SKILLS						
Takes dictation at required speed						
Transcribes mailable copy at reasonable speed						
Retains stenotype notes for required period						
TRANSCRIPTION SKILLS						
Transcribes mailable copy from recorded dictation at reasonable speed						
TYPING SKILLS						
Types at required speed						
Produces mailable letters						
Produces mailable reports						
Produces mailable statistical reports						
Produces high volume of work						
Organizes and types reports from rough data						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation 1	2	3	4	5	Comments
FILING PRACTICES						
Can develop a credible filing system						
Maintains a well-ordered filing system						
Files accurately and keeps filing current						
Keeps microfilm records current						
Locates materials quickly						
Understands record retention						
MATH						
Has basic math skills; i.e., adds, subtracts, multiplies, and divides						
Calculates interests and discounts						
Calculates percentages						
Performs basic bookkeeping skills						
OFFICE MACHINES						
Operates basic office machines such as the following:						
Duplicator						
Copier						
Calculator						
Power automatic typewriter						
Changes paper, tape, ribbon, and ink						
COMMUNICATION						
Composes routine correspondence and other materials using correct spelling, grammar, and punctuation						
Uses correct grammar when speaking						
Communicates well with employer						
Communicates well with other employees						
Communicates well with customers						
Meets, greets, and routes visitors to correct offices courteously						
MAIL						
Processes incoming mail						
Processes outgoing mail						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

Competencies	Evaluation 1	2	3	4	5	Comments
OFFICE PRACTICES						
Supervises stenographic and clerical personnel						
Knows priorities and expedites work accordingly						
Handles employer's appointments						
Keeps employer's calendar up to date						
Makes travel arrangements and reservations						
Makes arrangements for meetings and workshops						
Relieves employer of minor administrative duties						
Maintains office supplies						
Keeps routine records						
Gives information within scope of authority						
RESPONSIBILITY						
Does work assigned						
Accepts responsibility willingly						
Respects confidential information						
Follows oral instructions explicitly and accurately						
Follows written instructions explicitly and accurately						
Shows initiative						
Is able to work under stress						
ATTITUDE						
Shows loyalty to company						
Shows loyalty to superiors						
Shows enthusiasm and interest						
Takes pride in work performance						
Is conscientious						
Accepts constructive criticism						
Utilizes constructive criticism to advantage and self-improvement						

1 - Has not performed
2 - Needs improvement
3 - Average
4 - Good
5 - Excellent

OCCUPATIONAL EXPERIENCE TRAINING PLAN
for
GENERAL AUTO MECHANIC

Student Trainee _____ Training Station _____ Instructor-Supervisor _____

The student trainee will perform the following activities to the extent that business policy, interest, student progress, and time permit.

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
ENGINE AND EXHAUST SYSTEM						
Removes and replaces engine safely						
Determines the size of an engine by its bore, stroke, and number of cylinders						
Takes compression test and determines its mechanical condition						
Measures cylinder wall wear						
Removes and replaces cylinder head						
Removes and replaces valves						
Reconditions valve seat and face						
Tests and replaces valve spring						
Tests and replaces valve lifters						
Inspects, removes, and replaces push rods and rocker arms						
Removes ridge from cylinder wall						
Removes and replaces pistons and rings						
Tests ring gap and side clearance						
Removes and replaces rod and main bearings						
Measures oil clearance between bearings and crankshaft						
Inspects, removes, and replaces camshaft						
Removes and replaces timing chain and gears						
Sets timing of internal parts						
Cleans and inspects cylinder block						
Checks, removes, and replaces oil pump						
Removes and replaces oil seals						
Removes and replaces intake and exhaust manifolds						
Torques all bolts and nuts to manufacturer's specifications						
Tests and repairs crankcase controls						
Tests and repairs evaporation controls						
Tests and repairs exhaust controls						
Tests and repairs distributor controls						
Tests and repairs carburetor controls						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
FUEL SYSTEM						
Diagnoses fuel system trouble						
Tests and repairs clogged fuel lines or filters						
Tests, removes, and replaces fuel pump						
Disassembles and rebuilds carburetor						
Adjusts float level to specification						
Adjusts carburetor fuel mixture						
Adjusts idle speed						
Tests and repairs choke						
Tests, removes, and replaces choke pull off						
Tests, removes, and replaces fuel gauges						
Cleans and replaces air cleaners						
Tests and repairs manifold heat control valve						
COOLING SYSTEM						
Removes and replaces radiator						
Tests, removes, and replaces water pump						
Tests, removes, and replaces thermostat						
Tests radiator pressure cap						
Pressure tests cooling system for leaks						
Cleans and flushes radiator and block						
Tests and replaces water hoses and clamps						
Tests antifreeze freezing point						
Tests, removes, and replaces temperature gauge						
Checks fan belt tension and tightens						
ELECTRICAL SYSTEM						
Tests battery and specific gravity of electrolyte						
Takes a battery load test						
Charges the battery						
Tests battery cable and connections						
Uses safety precautions when hooking battery cables						
Tests, removes, and replaces ignition switch						
Tests and repairs solenoid						
Tests, wires, and relays						
Tests, removes, and replaces starting motors						
Takes starting circuit tests						
Takes draw test						
Takes stall and no load test						
Takes armature and field open circuit test						
Takes armature and field grounded circuit test						
Tests, removes, and repairs starter pinion						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
IGNITION SYSTEM						
Tests and replaces ignition coil						
Tests, removes, and replaces ignition distributor						
Tests and replaces condenser						
Tests and replaces ignition switch						
Tests, gaps, cleans, and replaces spark plugs						
Tests and replaces resistor						
Tests and replaces breaker points and sets dwell						
Checks and replaces rotor						
Checks and replaces vacuum advance						
Checks and sets ignition timing						
Keeps hands clear of fan when engine is running						
ELECTRONIC IGNITION SYSTEM						
Tests coil resistance						
Takes Ballast resistance test						
Tests and replaces magnetic pickup assembly						
Checks and adjusts air gap						
Tests and repairs centrifugal advance assembly						
Checks and replaces vacuum control unit						
Checks and replaces reluctor						
Checks and replaces rotor						
CHARGING SYSTEM						
Takes current output test on generator and alternator						
Adjusts drive belt tension to manufacturer's specifications						
Takes circuit resistance test						
Removes and disassembles alternator						
Tests rotor for open circuit and shorted circuit						
Tests starter for open circuit and continuity						
Tests and replaces diodes						
Checks, removes, and replaces bearings in the alternator						
Tests, removes, and replaces voltage regulator						
Sets air gap in voltage regulator						
Checks, removes, and replaces bearings of generator						
Tests, cleans, repairs, and replaces armature						
Tests, cleans, and replaces fields of generator						
Checks and replaces brushes in generator						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
LIGHTS, LIGHTING CIRCUITS, WIRING, AND HORNS						
Removes and replaces sealed beam units						
Aims headlights						
Checks and replaces dimming switch						
Tests and repairs lighting circuit						
Follows wiring diagram						
Tests fuses and circuit breakers						
Tests and replaces headlight switch						
Tests and repairs direction signal system						
Tests and replaces stop light switch						
Tests and replaces horns						
Tests and replaces horn relays						
SUSPENSION AND STEERING						
Diagnoses steering system trouble						
Checks radial and lateral run out of tires and wheels						
Removes, replaces, and repacks front wheel bearings						
Adjusts wheel bearings to specification						
Removes and replaces tires						
Checks the balance of wheels and tires statically and dynamically						
Checks, removes, and replaces coil springs						
Checks, removes, and replaces shock absorber						
Checks, removes, and replaces upper and lower control arms						
Checks, removes, and replaces tie rod ends, idler arm center link, pitman arm, and strut rod bushing						
Checks, removes, and replaces ball joints						
Tests and removes McPherson strut						
Removes and replaces leaf springs						
Removes, replaces, and adjusts torsion bar suspension						
Uses caution when raising and lowering automobile						
Measures suspension height						
Checks and sets caster						
Checks and sets camber						
Checks steering axis inclination						
Centers steering wheel						
Checks and set toe-in						
Inspects, removes, and replaces steering gear box						
Checks and replaces power steering V-belt						
Checks fluid level in power steering pump						
Checks pump pressure						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
Inspects, removes, and replaces steering shaft bushings						
Checks pressure control valve						
Bleeds air out of power steering system						
BRAKE SYSTEM						
Diagnoses brake troubles						
Inspects and turns brake drums and rotors						
Removes and rebuilds master cylinders						
Removes and rebuilds wheel cylinders						
Disassembles and repairs calipers on disc brakes						
Removes and replaces brake shoes and lining						
Bleeds and adjusts hydraulic brake systems						
Removes, repairs, replaces, and adjusts parking brake						
Tests and repairs power brake unit						
POWER TRAIN						
Diagnoses, adjusts, and repairs clutch troubles						
Checks, repairs, and adjusts gearshift mechanism						
Diagnoses, removes, and replaces automatic transmissions						
Checks, removes, and replaces universal joints and drive lines						
Diagnoses, removes, and repairs differential and axel assembly						
Checks and repairs hydraulic system						
Checks and repairs or replaces planetary gear system						
Disassembles, checks, repairs, and adjusts ring gear and pinion						
AIR CONDITIONER						
Tests and repairs compressor						
Tests and repairs condenser						
Checks and services the receiver drier						
Checks and replaces thermostatic expansion valve						
Checks and replaces the evaporator						
Wears goggles when working with refrigerant						
Discharges the system						
Charges the system						
Checks and replaces or tightens belt to correct tension						

Competencies	Hours		Scope (Job Performed)	Proficiency		Comments
	Planned	Actual		Can Do	Cannot Do	
SHOP SAFETY						
Reads and interprets safety signs and symbols						
Ventilates engine while it is running						
Wears eye and hearing protection						
Uses compressed air safely						
Stores combustible materials safely						
Wears protective clothing						
Knows fire plan and exit procedure						
Recognizes the symptoms of carbon monoxide poisoning						
Knows location of fire extinguishers						
Uses proper method for lifting heavy objects						
Uses safety precautions when raising an automobile with a frame lift						
Uses jack stands while working under an automobile						
Complies with laws and regulations (OSHA)						
DESIRABLE PERSONAL QUALITIES AND QUALIFICATIONS						
Demonstrates the ability to get along with others						
Demonstrates the ability to work on own						
Demonstrates a willingness to work						
Demonstrates the ability to project a desirable image for the firm						
Demonstrates personal integrity as an employee of the firm						
Budgets time						
Maintains a satisfactory attendance record						
Demonstrates a desirable job attitude about the organization when working with fellow employees, potential customers, and customers						
Demonstrates a willingness to learn or take supervision						
Demonstrates the ability to follow directions of supervisor						
Demonstrates an acceptable personal appearance and personal hygiene						
Maintains proper customer relations						
Demonstrates the ability to accept responsibility						

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